

# *The* **ATA** *Magazine*

OFFICIAL ORGAN of the ALBERTA TEACHERS' ASSOCIATION

"Parents recall their 'good' teachers and their so-called 'bad' teachers, and these latter memories have their bearing on teacher salaries and status. Year after year, generation after generation, grown-ups have been 'taking out' the feeling they had as children about some distant, detested Miss Blank or Mr. Blank in grade school or in high school."

Volume 28, Number 1



September-October, 1947

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# The ATA Magazine

OFFICIAL ORGAN of the ALBERTA TEACHERS' ASSOCIATION

MAGISTRI NEQUE SERVI

ERIC C. ANSLEY, Managing Editor  
Imperial Bank Bldg., Edmonton

Volume 28

SEPTEMBER-OCTOBER, 1947

Number 1

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# *The Editor Says . . .*

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## Higher Salaries Mean Fewer Classrooms Closed

**M**ONEY in large amounts is the only remedy for the ills that are undermining Alberta's educational system. This year every teacher and every principal—and with a few exceptions every other educationist—is getting a better salary than ever before, and the School Boards paying the highest salaries now have more teachers and fewer closed schools. In these districts, the decrease in the shortage of teachers is due to the increase in salaries, which have drawn teachers from other districts and from other provinces (especially Saskatchewan), and which have kept in the schools many who had decided to leave teaching for some more gainful employment.

The credit for the improvement in teacher supply, while to date only sectional, because of the diversity in schedules, must be given to the School Boards that ignored the usual practice of giving grudging consent to small raises in salaries, that ignored the A.S.T.A. resolutions to hold the minimum salary at \$1200, and that, with obvious pride, signed agreements which meant seven or eight hundred dollars increase for each teacher in their employ and over a thousand dollars increase for those holding responsible administrative positions. There is some hope for education when Boards are as proud of having the best schedules and the highest-paid teachers in the Province as their teachers are of being employed by the educationally alert districts—envied by their less fortunate colleagues in the educationally inert districts. These educationally minded School Boards have emphasized one point: they are paying top salaries; in return, they are demanding high standards in teaching. These educationally minded School Boards now have satisfied teachers, the first requirement for efficient service.

**I**N contrast, the gains in salaries in other districts have already been more than offset by the rise in the cost of living, and consequently the disparity is greater than ever between the income of teachers in these districts and the income of workers with comparable qualifications and responsibilities in other occupations. Financially, the teachers are back where they started. Few of the Boards in these districts have their classrooms staffed with teachers, and the teachers they have are not satisfied. Many of the School Boards with low schedules received fewer replies to their advertisements for teachers than they had vacancies. Some were advertising for well-qualified "unqualified persons" in August. Some of the School Boards in the small cities resorted, through their agents, to teacher-to-teacher canvassing, and offered a position to any teacher inclined to accept less money for more work for the "privilege" of living in a small city.



In some of these cases, the average raise per teacher will be as low as \$150 a year.

A few School Boards have proved, by example, what can be done through local resources and by local initiative when given an incentive by the Provincial Government in the form of substantial increases in school grants. If other Boards follow this example, and if the Provincial Government continues its announced policy of voting progressive increases in school grants, Alberta can soon hope to offer every boy and girl in the Province the education suited to their ability and their ambition, instead of continuing to raise a generation of educationally unprepared citizens.

### WE KNOW NOW

That Alberta cannot get teachers by offering \$1,200 to beginning teachers.

That Alberta cannot get teachers with average salaries of \$2,000.

That Alberta cannot get teachers with one \$5,000 salary for 6,000 employees.

That Alberta cannot get teachers with a pension of \$40 a month.

That Alberta cannot get teachers by declaring another "open season" on teachers. The teaching profession hasn't yet recovered from the effects of the last "open season," during which 4,000 teachers' contracts were terminated in every year.

That Alberta cannot get teachers through any recruitment campaign until the salaries in education are comparable with those other occupations.

### WE KNOW NOW

That Alberta can get teachers

by paying professional salaries,  
by providing adequate pensions,  
by conferring on teachers their rightful place in community life.

---

"A gift for leadership is an obligation to lead."

"As we work for higher salaries we must work for better services."

"The place for the teacher is on the firing line of civilization."

# FIRST SCHEDULE NEGOTIATED, 1947-48

Salary Schedule negotiated between the Board of Trustees of Canmore School District and the Staff of Canmore School, Sept. 13, 1947:

## Clause 1—

(a) Basic Salary for Elementary Teachers .....	\$1,500
(b) Basic Salary for Intermediate Teachers .....	\$1,750
(c) Basic Salary for High-School Teachers .....	\$2,000

## Clause 2—

Allowances for Past Experience and Increments:

First Year .....	\$200
Second Year .....	\$100
Third Year .....	\$100
Fourth Year .....	\$100
Fifth Year .....	\$100

## Clause 3—

Basic Maximum for Elementary Teachers .....	\$2,100
Basic Maximum for Intermediate Teachers .....	\$2,350
Basic Maximum for High-School Teachers .....	\$2,600

## ADDITIONAL ALLOWANCES

## Clause 4—

University Training—\$40 per University credit to a maximum of .....	\$600
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## Clause 5—

Special Certificates:	
Senior .....	\$100
Junior .....	\$ 50

## Clause 6—

Principal's Allowance (including own room), per room .....	\$50
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# The Unknown Teacher

And what of Teaching? Ah, there you have the worst paid and the best rewarded of all the vocations. Dare not to enter it unless you love it. For the vast majority of men and women it has no promise of wealth or fame, but they to whom it is dear for its own sake are among the nobility of mankind.

I sing the praise of the Unknown Teacher! Great Generals win campaigns, but it is the unknown soldier who wins the war. Famous educators plan new systems of pedagogy, but it is the unknown Teacher who delivers and guides the young. He lives in obscurity, and contends with hardship. For him no trumpets blare, no chariots wait, no golden decorations are decreed. He keeps the watch along the borders of darkness, and makes the attack on the trenches of

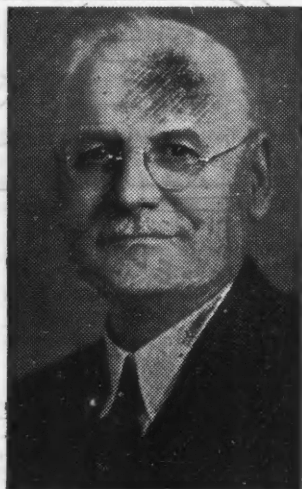
ignorance and folly. Patient in his daily duty, he strives to conquer the evil powers which are the enemies of youth. He awakens sleeping spirits. He quickens the indolent, encourages the eager, and steadies the unstable. He communicates his own joy in learning and shares with boys and girls the best treasures of his mind. He lights many candles which in later years shine back to cheer him. This is his reward.

Knowledge may be gained from books; but the love of knowledge is transmitted only by personal contact. No one has deserved better than the Unknown Teacher. No one is more worthy to be enrolled in a democratic aristocracy, "King of himself and servant of mankind." — Henry Van Dyke.

—The Education Review—N.B.  
(Reprinted from World Affairs)



To the Grown-ups,  
 We have No teacher. Are you too poor?  
 Or just stingy?  
 the boys and girls  
 of Alberta.



**JOHN W. BARNETT**

Mr. Barnett, General Secretary-Treasurer of the Alberta Teachers' Association, 1918-1946, died unexpectedly on June 29, 1947, after a few days' illness. (A special issue of the magazine in memory of Mr. Barnett's work for the teachers of Alberta and of Canada will be published early in the new year.)

"... Should a few people be allowed to own all the press? Or all the radio channels? Or all the movie houses? If not a few, then a dozen or a hundred? Should one man be allowed to own both newspapers and radio channels in a single community? Should absentee ownership of newspapers be allowed?"

Joy Elmer Morgan, *N.E.A. Journal*.

**BENJAMIN FRANKLIN SAID IT**

Who is wise? He that learns from everyone.

Who is powerful? He that governs his passions.

Who is rich? He that is content.

Who is that? Nobody.

**CANADIAN RED CROSS SOCIETY  
Alberta Division**

**NEW APPOINTMENT**

A former teacher at Rutherford School in Edmonton, Miss Hazel Lawrence, has been appointed Field Organizer for the Alberta Division, Junior Red Cross.

During her nine years' teaching experience in rural, town and city schools, Miss Lawrence has always been an active promoter of Junior Red Cross in her classrooms. Because she sincerely believes in its efficacy as a valuable tool in health and citizenship training, and as a motivating factor for all school subjects, Miss Lawrence is starting her new work with eagerness and enthusiasm.

She will visit schools throughout the northern section of the Province, including Edmonton, encouraging teachers and pupils to organize as Junior Red Cross branches. Miss Kathleen Herman, R.N., Provincial Director, will continue to visit schools in the south.

Teachers, who feel this personal contact would give impetus to Junior Red Cross organization in their schools, are invited to write to the Provincial Headquarters at 1504-1st St. E. in Calgary. A visit will be arranged at a time convenient to them.

**NOTICE TO HOLDERS OF  
CHARTERS AND  
CERTIFICATES**

Kindly advise this office when you surrender the Charter or Certificate of your Local or Sub-local into the keeping of your successor. If you do not know the name of your successor in office, send the Charter or Certificate to Head Office, addressed to the Alberta Teachers' Association, Imperial Bank Building, Edmonton, and we will forward it to your successor.

# OUR PRESIDENT'S COLUMN

TEACHERS ARE lucky persons in one way at least. While others have to hunt up their friends for themselves, teachers find potential friends waiting expectantly on doorsteps all over the land. These come on foot, on horseback, by bus and tram, from far and near, in all shapes, sizes, and conditions. For a time they may act more like enemies than potential friends, and may even look that way, but appearances are notoriously deceptive. The good teacher is the one who recognizes these facts immediately and proceeds to transform potential friendship into a reality.

At a rough guess I would estimate that 99.7 per cent of youngsters from kindergarten age to Grade XII age will respond favorably to an expression of genuine interest and affection. The expression should, of course, be graduated with some nicety in respect to age, sex, and various other factors. But expression there should be, and in no mistakeable terms. Friendship begins on someone's initiative, and the teacher, having the more favorable position, should take the initiative.

Many of you, being young, may not appreciate the very great likelihood that in a few years you will every once in a while be meeting people who will exclaim, "Oh, you were my teacher once, don't you remember?" It's a very disconcerting experience. The odd part of it is that you won't immediately ask yourself, "Did I teach him anything?"—you probably didn't—but rather, "Did I appear in his eyes a reasonable human being with a friendly and intelligent interest in his welfare and a genuine desire to be helpful?" If your answer is in the affirmative, you may instantly relax and proceed to enjoy your reunion. There are a

few of my early pupils whom, I trust, I shall never meet unless I have the chance to apologize for having been stupid and unintentionally cruel.

As one teacher to another, let me recommend a genuine interest in the welfare of every youngster in your charge; tolerance; and to the limit of your capacity, an understanding of the conditions of his or her life. In later years regret may gnaw at someone else, but not at you.

## INEXPERIENCE

SOME discerning person has said that no one should be permitted to teach until he has had two years of teaching experience. With the occasional exception this, I believe, is true. If all school boards could be depended upon to play fair with their teachers, the ideal salary schedule would have comparatively low minima, to discourage those not serious about teaching, and high maxima, to encourage those who are willing to make a career of it. A provincial salary schedule, or a system of schedules, might approach the ideal, especially if geared in some way to the index of living costs, and more especially if supported to a liberal extent, say 70%, by Government contributions. With some such schedule we might have some hope of saying a welcome farewell to the wild scramble for, and fluctuations in, salaries, the inequalities now prevailing, and the discouraging spectacle of experience in teaching counting for so little.

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Father reads report card Mary is a clever child, but she talks too much.

Father writes on report card: You should stop at the house some day and meet her mother.

## Notes from Executive Meeting

The Provincial Executive appointed a Committee to study the possibilities of a Provincial Salary Schedule for the teachers of Alberta.

W. R. Eyres, of Arrowwood, was appointed to the Executive for the balance of this year as District Representative for Calgary, and to fill the vacancy caused by the unexpected death of Mr. Douglas Norton.

It was decided to conduct a survey of teacher personnel in respect to qualifications, experience and salaries. Forms of the questionnaire have already been sent out to the Councillors, with a request that they gather the information desired as soon as possible.

Copies of the A.T.A. Handbook are available to teachers at the cost of 50c per copy. Orders may sent to the Head Office.

### FREE AIDS TO TEACHING HEALTH

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(Mimeographed Outline)

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Organization and Services of the  
Provincial Department of Public  
Health

#### Health Education Services

A booklet listing the services of the Health Education Division. This includes films, filmstrips, literature, informational displays, posters, etc., with descriptions.

Address requests to Health Education Division, Department of Public Health, Edmonton.

## Re C.E.A. Convention

The following educationists from Alberta attended the Convention of the Canada Education Association at Quebec City, on August 11-13, 1947: Honorable R. E. Ansley, Minister of Education; Dr. W. H. Swift, Deputy Minister of Education; Messrs. W. E. Frame and J. J. LeBlanc, representing the Department of Education; Dr. G. F. McNally, representing the University of Alberta and UNESCO; Dr. M. E. LaZerte, representing the Faculty of Education, University of Alberta; F. G. Buchanan, Superintendent of Schools, Calgary; R. S. Sheppard, Superintendent of Schools, Edmonton; A. A. O'Brien, Superintendent of Separate Schools, Edmonton; X. P. Crispo, Olds, representing the Alberta School Inspectors' Association; R. A. Cannon, Superintendent of Separate Schools, Calgary.

## Fourth National Health Week

February 1 - 7, 1948

The Health League of Canada announces the Fourth National Health Week to be held February 1-7, 1948. The cooperation of so many agencies during the past three years has been so widespread and cordial that the message of "Good Health for all Canadians" has been felt from coast to coast. Literature with suggestions for cooperation will be sent to press, radio and film organizations and to the schools, churches, Home and School Associations, Women's Institutes, Catholic Women's Leagues, Service Clubs, throughout Canada in due time for these agencies to prepare for full cooperation in the 1948 Fourth National Health Week. It is suggested that organizations begin now to plan for an address and a speaker for a meeting in Health Week.

# Financing Education, V

By Dr. A. G. McCalla

Professor of Plant Science, University of Alberta; Convener of School Finance Committee, Alberta Federation of Home and School Associations

Dr. McCalla has written a series of articles on the financing of elementary and secondary education, the first four of which have appeared in earlier issues of *The A.T.A. Magazine*. This article deals specifically with Alberta.

Dr. McCalla says if you want better education you must be prepared to pay for it.

THIS is the last article (for the time being, at least,) dealing with the financing of elementary and secondary education. The four previous summaries have dealt with the Acts under which educational grants are made in Ontario, British Columbia and Manitoba, and with the new English Education Act. This article will deal more specifically with Alberta.

First, I should like to refer to The School Grants Act of 1945, the Act supplied to the School Finance Committee by the Department of Education. It is a very short Act and should be studied by everyone interested in education. A few quotations are in order:

**Section 2:** "The minister may, with the approval of the Lieutenant Governor in Council, make regulations for the apportionment and distribution of all money appropriated by the Legislative Assembly for the purpose of making grants towards the support of elementary and secondary education."

**Section 4** lists the purposes for which grants may be made. These

include (a) operation of schools; (b) provision of buildings; (c) bonuses to teachers; (d) books and equipment; (e) special services, e.g. health services, technical education, etc.; (f) provision of conveyance for pupils.

**Section 5:** "In determining the grants to be paid to school districts and divisions, the regulations may have regard to such factors as may be deemed necessary, and without limiting the generality of the foregoing, such factors may include—

- (a) The assessed value of land and the full assessed value of buildings and improvements and the assessed value of businesses and personal property situated within the area comprised in the school district or division;
- (b) The level of instruction offered in any classroom or by any teacher;
- (c) The number of pupils in attendance in any classroom;
- (d) The expenditure of the district or division for educational purposes, including legitimate costs of administration."

**Section 6:** "Without limiting the generality of the authority conferred by Section 2, the regulations made hereunder may provide for the following matters: . . . " and so on.

These quotations are extensive so that the reader may have the essential facts by which to judge the following comments.

THE first thing that must strike anyone is the vagueness of the Act. Where the Ontario, B.C. and



Manitoba Acts all give in detail the basis on which grants *shall* (not *may*) be made to all districts, the Alberta Act gives no details. For example, the Ontario Act says, in referring to urban public and separate schools (not high schools) that a city of 100,000 or over will receive 30% of the approved costs from the province, while an urban center of 2,500 or less will receive 60%. It is possible to calculate accurately just what any district will get from the provincial government in question. This is not at all possible with the Alberta Act.

The second thing about the Act is that it is very general. Sections 5 and 6 both contain the words, "without limiting the generality" of the early clauses. This means that it is possible for the Cabinet (by Order-in-Council), not the Legislature, to change the specific basis on which grants are made. Thus a local or divisional board cannot determine in advance even the basis on which grants will be made.

This does not mean there are likely to be radical changes in the method of granting money. It does, however, make it possible for the Minister, with the approval of the Cabinet, to make such changes. This provision has its good as well as its bad points, but boards in general would undoubtedly prefer to know definitely just what they may expect.

So much for the Act itself. Do you think we should be satisfied with it?

The previous articles have been largely factual in nature. There has been no general discussion of the problems of financing, and it would be unwise to conclude the series without facing certain unmistakable truths.

**F**IRST, let us all realize that, wherever the money comes from—the local, provincial, or even federal government—we, the citizens of the

country, pay it. There have been repeated requests that the Provincial Government bear a much larger share of the costs of education than it has been doing. This doesn't mean that I think I shall pay less for education, but it does mean that I expect that a smaller proportion will be raised as a tax on my home and that a larger proportion of the population of Alberta will pay for education. If we spend sixteen million dollars on education it comes from *us*, regardless of whether we tax our property, our cigarettes, our amusement or something else. What the average citizen is asking is that the Provincial Government, with its much wider taxation fields, pay a greater proportion from the taxes raised from these fields.

Second, let us not be foolish enough to think that education and liquor are alternatives. Many of us are thoroughly tired of hearing that since the people of Alberta spent so much on liquor, so much on tobacco and so much on cosmetics, therefore we should easily be able to spend more on education. If, on the other hand, the government continues to raise large amounts of money by taxing these things, then let it use more of such taxes for education, or does it fear that increased education will result in reduced consumption of these articles, and therefore reduce revenue!

Third, no one should expect that if and when the Provincial Government pays 50% of the costs of education, our municipal taxes will be proportionately lowered. We all know we need more schools, better equipment, more and better teachers, and more adequate salaries. A larger grant will enable us to have these things only if we are willing to continue to pay most of the property taxes now being collected. Therefore, when we ask for higher grants we are saying that we are willing to pay more for education,

but please spread the cost over a larger field of taxation.

Fourth, we must not fall into a booby-trap so often dragged out in arguments as to why we can easily raise money for education. Many of you have heard it said,

"We raised money for destruction in war. We can raise it for peace-time needs."

It is true we raised money for war. You paid very high income taxes. Are you willing to be taxed that way now? You bought Victory Bonds. Are you prepared to buy as many now? Are you also prepared to say to the Government that it needn't pay you back the money you loaned it? If you are not willing to do these things, then the Government *can't* spend the money in peace that it spent in war. So, I repeat, this argument is a booby-trap for the gullible; it is not proof that we can raise any amount of money for education.

**F**INALLY, you get what, in the long run, you insist on having and are willing to pay for. If you want better education for your children, it's up to you and all the rest of us who also want it to demand that the children get it. We won't get anywhere by complaining, but we will by knowing the facts, knowing what we want, and by saying we are willing to pay for it. If we really want better education, we will demand of our Governments—at all levels — that they, our representatives, do our bidding or we will give someone else a chance. In the final analysis, it's up to you. You can have better education only if you'll pay for it.

Invest in education. No other investment will pay such high dividends.

"Pupils catch the exhilaration of a dynamic individual."

## The Road to School

Early in September the school bells started ringing once more, and many little Johnnies and Marys will have answered the call for the first time.

It is the responsibility of the parents of these little people to see that their children have a sound start. A pre-school medical and dental examination should have been completed with special regard for the eyes, ears, nose, throat and teeth and remedial measures taken where necessary. It is not too early in life to look for manifestations of poor posture, dietary deficiencies, tuberculosis, chorea and heart irregularities. Inhabited heads, scabies, impetigo and other skin infections should receive attention. If these precautions have been overlooked, we teachers should counsel the parents now.

Let's carry our interest a step farther. We can assist these beginners in combatting communicable diseases such as diphtheria, smallpox, whooping cough and scarlet fever by attending to that inoculation during National Immunization Week, October 5-11.

The child who enters school with defective health is a handicapped child, while the road through the school years is a long one and not always easy. Let us help him "take off" on his journey by having a complete check-over and by supplying him with adequate safeguards for the trip.

Everybody has his worries. The stove says: "I'm always in danger of being fired." The peach remarked: "The sweeter I am, the more danger of getting canned." And, of course, the frog is always afraid he is going to croak. Don't let it get you down. That should happen only to a rug.

# FALL CONVENTION TIME-TABLE 1947

Groups, Dates and Places of Meeting Approved by the  
Department of Education  
(Capitals—Place of Meeting; Small Letters—Division of Locals)

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
September	15th 1st EDMONTON DISTRICT (Pembina, Lac Ste. Anne, Stony Plain, Clover Bar, Sturgeon, Smoky Lake, Edson, Coal Branch, Jasper, Thorhild)	16th	17th	18th CAMROSE (Hardisty-Provost, Killam)	19th
September	22nd LAC LA BICHE (Lac La Biche)	23rd	24th	25th GRANDE PRAIRIE (Grande Prairie, East Smoky)	26th
September	29th SPIRIT RIVER (Spirit River)	30th	Oct. 1st	2nd PEACE RIVER-FAIRVIEW (at Fairview)	3rd HIGH PRAIRIE (Fort Vermilion)
October	6th EDMONTON CITY (Edmonton City Locals)	7th	8th	9th RED DEER (Lacombe, Stettler, Ponoka, Rocky Mountain House)	10th
October	13th	14th TWO HILLS (Two Hills)	15th	16th ST. PAUL (Bonnyville)	17th VERMILION (Wainwright, Vegreville)
October	20th	21st	22nd	23rd 2nd EDMONTON DISTRICT (Athabasca, Holden, Lamont, Wetaskiwin, Strawberry)	24th
October	27th	28th CORONATION (Castor, Neutral Hills)	29th	30th HANNA (Berry Creek, Acadia, Sullivan Lake)	31st
November	3rd	4th	5th	6th CALGARY CITY (Calgary City Local)	7th
November	10th	11th	12th	13th MEDICINE HAT (Cypress, Medicine Hat City, Medicine Hat Division, NE. Part of Foremost, E.I.D. (E.).	14th LETHBRIDGE (Lethbridge City, Lethbridge Division, St. Mary's River, Crow's Nest Pass, Pincher Creek, Taber, Western Part of Foremost, Macleod)
November	17th	18th	19th	20th CALGARY DISTRICT (Olds, Drumheller, Bow Valley, Wheatland, E.I.D. (W), Mt. Rundle, Foothills, Turner Valley, Red Deer Valley, Calgary Division)	21st

## FALL CONVENTIONS, 1947

THE following prominent educationists will be guest speakers at the Fall Conventions throughout the Province: Dr. H. B. McDaniel, Stanford University, California; Dr. Lester Ball, Highland Park, Illinois; Dr. Maxwell A. Cameron, University of British Columbia; Dr. J. Murray Lee, Washington State College; and Dr. Francis J. Chase, University of Chicago.

Dr. H. B. McDaniel, Associate Professor of Education at Stanford University, Palo Alto, California, was the guest speaker for the following Conventions: 1st Edmonton District, Camrose, Lac La Biche, and Grande Prairie.

He is a graduate of the University of Arizona (A.B. and A.M.) and Columbia University (Ph.D.). Dr. McDaniel has a wide experience in the educational field, having served for twelve years as a teacher and counselor in the State of Arizona, as Co-ordinator of Guidance at San Diego, and as Chief of the Bureau of Guidance and Occupational Information for the California State Department of Education. He is an authority on counselling and guidance, and has written a number of educational books on these and related subjects.

Dr. Lester Ball, who is Superintendent of Schools, Highland Park, Illinois, and who attended Conventions at Calgary, Lethbridge and Medicine Hat last year, will speak at the following Fall Conventions this year: Edmonton City, Red Deer, Two Hills, St. Paul and Bonnyville, and Vermilion.

Dr. Ball is also a member of the summer faculty, School of Education, Northwestern University; and a member of the Board of Directors, American Education Fellowship (formerly Progressive Education Association).

Dr. Max Cameron will address the 2nd Edmonton District Convention. At present, he is Professor and Head, Department of Education, University of British Columbia. He holds B.A. and M.A. degrees (University of British Columbia), and a Ph.D. degree (University of Toronto). Dr. Cameron has also served as Assistant Professor of Education Research, University of Toronto; Director of Summer School, University of British Columbia; and as Commissioner of Inquiry into Educational Finance, Province of British Columbia. He has done considerable writing along educational lines, including a report of the Commission of Inquiry into Educational Finance, Province of British Columbia.

Dr. J. Murray Lee, Dean of the School of Education, Washington State College, Pullman, Washington, is the guest speaker for the Coronation, Hanna, Calgary City, Medicine Hat and Lethbridge Conventions.

Dr. Lee received his Bachelor's degree at Occidental College in Los Angeles, and his Master's and Doctor's degrees at Teachers' College, Columbia, Ohio. He spent a number of years in public-school work in Southern California, and later was at the University of Wisconsin as assistant in the School of Education. From 1943 to 1945 he served in the United States Navy. Dr. Lee's field of primary interest is the elementary curriculum, although he has worked on curriculum problems of all levels. He is the author of *Guide to Measurement of Schools* and has assisted in the preparation of tests and instructional materials.

Dr. Francis Chase, Director, Rural Editorial Service, University of Chicago, will address the Calgary District Convention, which is to be held in Calgary on November 20 and 21. Dr. Chase was formerly executive secre-

tary of the Virginia Education Association, and editor of the *Virginia Journal of Education*. He was a leader in education in Virginia, and in 1941 was honored for his leadership by the awarding of the Distinguished Service Key by the Alpha Beta Chapter; and in 1945 he was elected as the first honorary life member in the Virginia Education Association in recognition of distinguished service.

He has also served as a member of the National Commission on School-District Reorganization, 1946-47, as a member of the United States Office of Education Wartime Commission during World War II, and as President of the Virginia Department of Secondary School Principals in 1932.

The Rural Editorial Service was organized in 1945, and was an outgrowth of the Workshop on Rural Education for editors of state education journals held at the University of Chicago. Its purposes are primarily "to improve educational journals and their services to all teachers," and "to help the journals contribute more effectively to improved educational provisions and practices."

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The parent who sends his son out into the world defrauds the community of a useful citizen and bequeaths a nuisance.—James Kent.

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Reporter (interviewing celebrity on mail ship): "And have any of your childhood hopes been realized?"

Millionaire: "Oh, yes. When my mother used to comb my hair, I always wished I hadn't got any."

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"I'll have to have a raise in salary—three firms are after me."

"Is that so! Who are they?"

"The gas company, the telephone company, and the coal company."

## Re Amendment To Teachers' Retirement Fund Act

By an Order-in-Council dated August 12, 1947, By-law 13 of the Teachers' Retirement Fund Act has been amended to read as follows:

"13. Upon the death of a contributor the Board may refund to either the estate or the widow or widower, or the next-of-kin, of such contributor as may appear expedient to the Board, the amount of any moneys standing to his credit in the Fund exclusive of interest except such as has accrued to the date of one year after his death, upon application therefor being made within one year from the date of death or such further time as the Board in its sole discretion may allow."

In view of the above amendment, The Board of Administrators, of the Teachers' Retirement Fund wish to communicate with the next-of-kin of each of the following teachers:

Bullen, Edward Robert  
Bruce, Amy Ella Irene.  
Cash, Ruth Hayward.  
Dineen, Lionel Shurley Crawford.  
Drysdal, Mrs. Charlotte Ada.  
Earl, Joseph Edward.  
Evans, Mabel.  
Hammond, Lillias.  
Harrington, Mrs. Anglin.  
Lang, Evelyn Mary.  
Moore, Helen Edith.  
McDonald, Isabelle.  
McFadyen, Malcolm Finley.  
Robertson, Milton F.  
Robinson, Hilda.  
Rogers, M. E.  
Verbeek, Josephine Marie Louise.

**Board of Administrators,  
Teachers' Retirement Fund**

# THE GRADE X SURVEY TESTS THIRD STATISTICAL REPORT

By C. Sansom, Ph.D.

Dr. Sansom, President of the A.T.A., 1943 to 1945, and Director of the Calgary Branch of the Faculty of Education up to his retirement in June 1947, has been in charge of the five-year testing program for pupils entering Grade X.

**I**N recent years the view has been often expressed in senior high-school circles that pupils coming up to the high schools from the lower grades are not as well grounded in the fundamental knowledges and skills as they used to be in the good old days. In an attempt to get some objective evidence on this question, as to current trends at anyrate, the A.T.A. some time ago decided to put on a five-year testing program for pupils entering Grade X. The plan was to give identical tests in Mathematics, Science, English Usage, Social Studies and Vocabulary for at least five years to try to find out whether the preparation of students in these subjects is getting better or worse from year to year. The tests were first given in October, 1943, and the results were published in this magazine in July, 1944. The results of the 1944 tests, and comparisons with 1943, were published in November, 1945. In this report and the tables appended hereto will be found the results of the 1945 tests and comparisons with 1943 and 1944.

## The 1945 Test Results

**T**HE tabulated 1945 scores will be found in Tables 1 to 10 below. The odd-numbered tables in the first

column give the test scores for boys and girls separately and combined. The even-numbered tables in the second column give percentile scores over the whole range of talent for boys and girls separately and combined. A fifth column has been included in the percentile tables to show the percentile difference between girls and boys at each of the selected percentila points. In these columns, as in all the tables bearing on sex differences, a plus sign means that the boys were better than the girls, and a minus sign that the girls were better than the boys.

## Sex Differences

**A** GLANCE at the even-numbered percentile tables is enough to show that the girls were slightly ahead of the boys in Vocabulary in 1945, and definitely ahead in English. The boys led the girls decisively in Science and Social Studies, while in Mathematics the boys were ahead in the upper half of the range of talent and the girls ahead in the lower half.

The differences between the boys and the girls expressed in terms of the means of the distributions will be found in Tables 12 and 13 for the three years in which the tests have been given. It will be seen that the picture is practically unchanged from year to year. The girls are always ahead of the boys in English Usage, and quite significantly so, as shown in the table of critical ratios (Table 13). The boys lead the girls just as significantly in Science and Social Studies. In Vocabulary and Mathematics the critical ratios in Table 13 indicate that the mean dif-



ferences in Table 12 are not large enough to establish any sex difference in these subjects so far.

#### Comparative Results, 1943, 1944, and 1945

TABLES 14 to 20, inclusive, are the important ones bearing on the primary purpose of the study as set forth in the first paragraph of this report. Tables 14 to 18 show the comparative percentile results for the total scores (boys and girls combined) over the whole 1943-1945 period. Table 19 gives the comparative mean scores for the three time periods 1943-1944, 1944-1945, and 1943-1945. Table 20 includes the critical ratios corresponding to the mean differences in Table 19.

In all of these tables but the last a plus sign indicates that there was a gain over the period in question; a minus sign shows that the difference was a loss.

Of the 65 computed percentiles in Tables 14 to 18 (not counting  $P_{100}$  and  $P_0$ , which merely marks the limits of the range), 37 show an improvement in 1945 over 1943; 28 show a loss.

From these tables it will be seen that over the whole period Mathematics, English and Science improved on the whole, while Vocabulary and Social Studies registered a decline.

Table 19 shows the differences in the means for the three time periods involved. It will be seen that the differences for Mathematics and Science are uniformly positive, for Vocabulary and Social Studies uniformly negative, while those for English fail to show any consistent trend.

Table 20 sets forth the critical ratios corresponding to the mean differences in Table 19. This is the most significant table of all. The term "critical ratio" as here used, and also in Table 13, stands for the

ratio of the difference of the means to the standard error of the difference. Hence a critical ratio of three is necessary to establish with certainty a real difference in the means of the total groups of students from which our samples were drawn. A difference in the means of the samples yielding a critical ratio less than three might be due to chance.

Table 20 shows that Science and Social Studies are the only subjects whose mean differences over the whole period are large enough to meet this test. The greatest shift was in Social Studies, and this, unfortunately, was downward (see Table 19). But Science moved just about as significantly upward. With respect to the other three subjects, the results are inconclusive. The total picture makes it seem likely that Vocabulary knowledge declined over the period, and that Mathematics improved. But in neither case is the critical rate large enough to establish this with certainty. In regard to English Usage there is no indication of any trend.

#### Conclusion

THIS study as reported to this date points to a rather remarkable stability in our educational endeavor (as measured by such tests as these) over a short but very disturbed period. There is certainly no evidence here of a general collapse. Much wider fluctuations might reasonably have been expected. Of the 15 mean differences recorded in Table 19, eight are up and seven are down. The decline in Social Studies and Vocabulary was perhaps a little more than matched by the improvement in Science and Mathematics. More light will be thrown on this as the study proceeds, but at the point in the experiment reached in this report the total picture in terms of trends could not be said to be disquieting.



TABLE 1—VOCABULARY SCORES  
Grade X Survey Tests, October, 1945

Score	Girls	Boys	Total
55-60	19	16	35
50-54	73	50	123
45-49	98	76	174
40-44	134	99	233
35-39	177	119	296
30-34	218	161	379
25-29	225	165	390
20-24	196	140	336
15-19	126	113	239
10-14	37	27	64
5-9	3	3	6
0-4	2	1	3
Total.....	1308	970	2278

TABLE 2—VOCABULARY PERCENTILE SCORES  
Grade X Survey Tests, October, 1945

Percentile Points	All Scores (2278)	Girls (1308)	Boys (970)	Difference Boys-Girls
P100	60.50	60.50	60.50	
P97	53.14	53.11	53.19	+0.08
P90	47.49	47.52	47.46	-0.06
P80	41.85	41.82	41.87	+0.04
P75	39.42	39.42	39.44	+0.02
P70	37.50	37.57	37.40	-0.17
P60	33.84	33.99	33.63	-0.36
P50	30.83	30.99	30.62	-0.37
P40	27.87	28.04	27.65	-0.39
P30	24.95	25.12	24.71	-0.42
P25	23.33	23.36	23.02	-0.54
P20	21.64	21.89	21.29	-0.60
P10	17.74	18.02	17.42	-0.60
P5	14.14	14.13	14.15	+0.02
P0	00.00	00.00	00.00	

TABLE 3—MATHEMATICS SCORES  
Grade X Survey Tests, October, 1945

Score	Girls	Boys	Total
42-44	1		1
38-41	5	3	8
36-38	2	15	17
33-35	10	8	18
30-32	24	18	42
27-29	46	37	83
24-26	75	58	133
21-23	110	82	192
18-20	137	90	227
15-17	192	138	330
12-14	226	133	359
9-11	215	135	350
6-8	160	143	303
3-5	90	68	158
0-2	15	19	34
Total.....	1308	967	2275

TABLE 4—MATHEMATICS PERCENTILE SCORES  
Grade X Survey Tests, October, 1945

Percentile Points	All Scores (2275)	Girls (1308)	Boys (967)	Difference Boys-Girls
P100	44.50	44.50	44.50	
P97	30.77	29.85	32.00	+2.15
P90	25.18	24.79	25.69	+0.90
P80	21.11	20.81	21.51	+0.70
P75	19.51	19.32	19.81	+0.49
P70	18.01	17.89	18.20	+0.31
P60	15.78	15.73	15.85	+0.12
P50	13.82	13.81	13.82	+0.01
P40	12.01	12.07	11.93	-0.14
P30	10.11	10.25	9.84	-0.44
P25	9.13	9.27	8.76	-0.61
P20	8.10	8.44	7.73	-0.71
P10	5.85	5.98	5.70	-0.28
P5	3.15	3.31	2.94	-0.37
P0	0.00	0.00	0.00	

TABLE 5—ENGLISH SCORES  
Grade X Survey Tests, October, 1945

Score	Girls	Boys	Total
95-100	26	11	37
90-94	74	31	105
85-89	161	75	236
80-84	225	131	356
75-79	241	155	396
70-74	197	134	331
65-69	132	100	232
60-64	105	135	240
55-59	63	77	140
50-54	19	51	70
45-49	10	18	28
40-44	3	5	8
Totals.....	1256	993	2249

TABLE 6—ENGLISH PERCENTILE SCORES  
Grade X Survey Tests, October, 1945

Percentile Points	All Scores (2249)	Girls (1256)	Boys (993)	Difference Boys-Girls
P100	100.50	100.50	100.50	
P97	98.08	93.71	91.47	-2.24
P90	87.74	88.70	85.83	-2.87
P80	83.49	84.80	81.39	-3.41
P75	81.91	83.32	79.49	-3.83
P70	80.33	81.83	77.89	-4.04
P60	77.41	79.16	74.69	-4.47
P50	74.57	76.55	71.40	-5.09
P40	71.57	73.82	68.21	-5.61
P30	67.85	70.64	64.90	-5.74
P25	65.85	68.82	63.10	-5.72
P20	63.75	66.44	61.26	-5.18
P10	58.75	60.86	55.14	-4.82
P5	51.75	54.95	50.17	-4.78
P0	39.50	39.50	39.50	

TABLE 7—SCIENCE SCORES  
Grade X Survey Tests, October, 1945

Score	Girls	Boys	Total
87-90	1	2	3
84-86	2	14	16
81-83	10	40	50
78-80	32	71	103
75-77	76	103	179
72-74	108	149	258
69-71	145	140	285
66-68	195	156	351
63-65	213	111	324
60-62	231	100	331
57-59	168	76	244
54-56	98	28	124
51-53	58	15	73
48-50	19	9	28
45-47	4	0	4
42-44	0	2	2
Total.....	1861	1014	2375

TABLE 8—SCIENCE PERCENTILE SCORES  
Grade X Survey Tests, October, 1945

Percentile Points	All Scores (2375)	Girls (1361)	Boys (1014)	Difference Boys-Girls
P100	60.50	60.50	60.50	
P97	50.43	47.89	52.42	+4.53
P90	45.40	44.08	46.56	+2.48
P80	43.06	40.63	45.29	+4.66
P75	41.68	39.22	44.03	+4.81
P70	40.41	37.99	43.01	+5.02
P60	38.02	35.89	40.95	+5.04
P50	35.99	33.94	38.76	+4.82
P40	33.83	32.06	36.78	+4.72
P30	31.65	30.30	34.56	+4.26
P25	30.58	29.38	33.19	+3.81
P20	29.50	28.16	31.74	+3.58
P10	26.58	25.19	28.45	+3.26
P5	22.03	21.41	24.01	+2.60
P0	11.50	14.50	11.50	

TABLE 9—SOCIAL STUDIES SCORES  
Grade X Survey Tests, October, 1945

Score	Girls	Boys	Total
75-80	8	19	27
70-74	44	68	112
65-69	99	136	235
60-64	152	169	321
55-59	199	155	354
50-54	230	142	372
45-49	224	100	324
40-44	144	65	209
35-39	113	40	153
30-34	57	28	85
25-29	41	13	54
20-24	8	3	11
15-19	6	2	8
Total.....	1326	944	2270

TABLE 10—SOCIAL STUDIES PERCENTILE SCORES  
Grade X Survey Tests, October, 1945

Percentile Points	All Scores (2270)	Girls (1326)	Boys (944)	Difference Boys-Girls
P100	80.50	80.50	80.50	
P97	72.67	70.89	73.81	+2.92
P90	67.63	65.43	69.23	+3.80
P80	60.74	58.78	62.72	+3.94
P75	61.49	58.78	64.12	+5.34
P70	59.72	57.12	62.72	+5.60
P60	56.49	53.85	59.33	+5.08
P50	50.84	50.84	50.84	
P40	60.18	47.86	53.82	+5.96
P30	46.75	44.90	50.49	+5.59
P25	45.00	42.92	48.55	+5.63
P20	42.56	40.51	46.19	+5.68
P10	36.26	34.92	39.84	+4.92
P5	27.66	26.30	30.63	+4.33
P0	14.50	14.50	14.50	

TABLE 14—PERCENTILES, TOTAL SCORES  
1943 and 1945  
Grade X Survey Tests  
VOCABULARY

Percentile Points	1943 (2194)	1945 (2278)	Difference 1945-1943
P100	60.50	60.50	
P97	52.78	53.14	+0.36
P90	47.68	47.49	-0.19
P80	42.57	41.85	-0.72
P75	40.46	39.42	-1.04
P70	38.47	37.50	-0.97
P60	34.73	33.83	-0.90
P50	31.51	30.83	-0.68
P40	28.38	27.87	-0.51
P30	25.37	24.95	-0.42
P25	23.77	23.33	-0.44
P20	22.08	21.64	-0.44
P10	18.25	17.74	-0.51
P5	14.52	14.14	-0.38
P0	4.50	00.00	

TABLE 15—PERCENTILES, TOTAL SCORES  
1943 and 1945  
Grade X Survey Tests  
MATHEMATICS

Percentile Points	1943 (2194)	1945 (2275)	Difference 1945-1943
P100	41.50	44.50	
P97	29.52	30.77	+1.25
P90	23.80	25.18	+1.38
P80	19.54	21.11	+1.57
P75	17.97	19.51	+1.54
P70	16.74	18.01	+1.27
P60	14.59	15.78	+1.19
P50	12.81	13.82	+1.01
P40	11.02	12.01	+0.99
P30	9.42	10.11	+0.69
P25	8.62	9.13	+0.51
P20	7.76	8.10	+0.34
P10	5.84	5.85	+0.01
P5	3.28	3.15	-0.13
P0	0.00	0.00	

TABLE 16—PERCENTILES, TOTAL SCORES  
1943 and 1945  
Grade X Survey Tests  
ENGLISH

Percentile Points	1943 (2202)	1945 (2249)	Difference 1945-1943
P100	100.50	100.50	
P97	92.57	93.05	+0.48
P90	87.43	87.74	+0.31
P80	83.21	83.49	+0.27
P75	81.56	81.91	+0.25
P70	80.12	80.33	+0.21
P60	77.18	77.41	+0.23
P50	74.25	74.57	+0.32
P40	71.23	71.37	+0.14
P30	67.84	67.35	-0.49
P25	65.91	65.85	-0.06
P20	63.83	63.75	-0.08
P10	58.43	58.75	+0.32
P5	51.24	51.75	+0.51
P0	29.50	39.50	

TABLE 17—PERCENTILES, TOTAL SCORES  
1943 and 1945  
Grade X Survey Tests  
SCIENCE

Percentile Points	1943 (2205)	1945 (2375)	Difference 1945-1943
P100	60.50	60.50	
P97	49.13	50.42	+1.30
P90	45.15	46.40	+1.25
P80	41.74	43.06	+1.32
P75	40.46	41.68	+1.22
P70	39.24	40.41	+1.17
P60	37.15	38.02	+0.87
P50	35.20	35.99	+0.79
P40	33.25	33.83	+0.58
P30	31.21	31.65	+0.44
P25	30.15	30.58	+0.43
P20	28.96	29.50	+0.54
P10	25.85	26.58	+0.73
P5	21.60	22.03	+0.43
P0	11.50	11.50	

TABLE 18—PERCENTILES, TOTAL SCORES  
1943 and 1945  
Grade X Survey Tests  
SOCIAL STUDIES

Percentile Points	1943 (2209)	1945 (2270)	Difference 1945-1943
P100	80.50	80.50	
P97	74.09	72.67	-1.42
P90	68.70	67.63	-1.07
P80	64.34	63.25	-1.09
P75	62.70	61.49	-1.21
P70	61.05	59.72	-1.33
P60	57.89	56.49	-1.40
P50	54.85	53.31	-1.54
P40	51.75	50.18	-1.57
P30	48.33	46.75	-1.58
P25	46.24	45.00	-1.24
P20	44.02	42.56	-1.46
P10	37.93	36.26	-1.67
P5	29.41	27.66	
P0	14.50	14.50	

TABLE 11—STATISTICS OF THE MEANS  
Grade X Survey Tests, October, 1945

	Vocab.	Math.	Eng.	Science	Soc. St.
Total Scores	2278	2275	2249	2375	2270
Girls	1308	1308	1256	1361	1325
Boys	970	967	993	1014	944
Possible Score	60	50	100	60	80
Mean All Scores	31.71	14.76	73.31	36.15	52.57
Girls	31.83	14.71	75.68	34.32	49.65
Boys	31.55	14.83	71.23	38.56	55.53
Sigma All Scores	10.90	7.45	11.00	7.63	11.86
(Dist.) Girls	10.30	7.20	10.50	7.09	11.85
Boys	10.98	7.81	11.04	7.63	11.58
Sigma All Scores	228	156	232	156	248
(Means) Girls	229	199	226	192	325
Boys	353	251	350	240	377
P.E. All Scores	154	105	156	105	167
(Means) Girls	202	134	200	130	219
Boys	236	169	236	162	254

TABLE 12—MEAN DIFFERENCES, BOYS-GIRLS,  
1943, 1944, 1945  
Grade X Survey Tests

Subject	1943	1944	1945
Vocabulary	+0.15	-0.72	-0.29
Mathematics	+0.25	+0.73	+0.12
English	-4.74	-4.16	-4.45
Science	+4.43	+4.28	+4.24
Social Studies	+5.44	+4.35	+5.58

TABLE 13—CRITICAL RATIOS, BOYS-GIRLS,  
1943, 1944, 1945  
Grade X Survey Tests

Subject	1943	1944	1945
Vocabulary	0.32	1.36	0.60
Mathematics	0.81	2.08	0.38
English	10.09	8.14	9.27
Science	14.67	13.77	13.81
Social Studies	11.31	7.87	11.81

TABLE 19—COMPARATIVE RESULTS,  
MEAN DIFFERENCES  
Grade X Survey Tests

Subject	Mean Difference (1944-1943)	Mean Difference (1945-1944)	Mean Difference 1945-1943
Vocabulary	-0.37	-0.15	-0.52
Mathematics	+0.41	+0.45	+0.86
English	+0.34	-0.07	+0.27
Science	+0.51	+0.33	+0.84
Social Studies	-0.51	-0.93	-1.44

TABLE 20—COMPARATIVE RESULTS,  
CRITICAL RATIOS  
Grade X Survey Tests

Subject	Critical Ratio (1944-1943)	Critical Ratio (1945-1944)	Critical Ratio 1945-1943
Vocabulary	1.05	0.43	1.60
Mathematics	1.80	1.95	2.03
English	0.98	0.78	0.82
Science	2.20	1.42	3.80
Social Studies	1.36	2.52	4.06

# Education Is a Complicated Thing

By Frederick Lewis Allen

Editor, Harper's Magazine

(Reprinted from *N.E.A. Journal*, March, 1947)

A FRIEND of mine by name of Louis Zahner, who teaches English at Groton, told his roommate when he was an undergraduate at Yale that he had discovered the royal road to fame.

"I have noticed," he said, "that the easiest way to make your name resound down the corridors of history is to study things carefully, and observe them, and then enunciate a law—like Gresham's Law, or Newton's Law. Then you can sit back; you're fixed. I'm going to work very hard all through college and observe things very closely, and enunciate Zahner's Law."

So he worked hard, kept his eye fixed on all phenomena within his range of vision, and at the end of his senior year produced Zahner's Law, which was as follows: "If you play with anything long enough, it'll break."

I have been so impressed with this triumph ever since that I have resolved to emulate my friend. And now, after long application, I announce Allen's Law: "Everything is more complicated than it seems to most people."

I commend this law to you earnestly as applicable to domestic affairs, foreign affairs, and practically everything else. As an editor I see many people who would like to write articles showing that Wall Street is a nest of conscienceless conspirators, or conversely that it is the haunt of men of noble and statesmanlike stature. Or that union leaders are a gang of high-pressure monopolists, or else the splendid guardians of the rights of the common people. And I have to point out that to the best of

my belief things are a little more complicated than that. The same thing appears to be true of Russia, or Palestine, or India. The wiser and more experienced the expert is to whom you are talking, the more convinced do you become that things are more complicated than you had imagined.

I have long been amazed and amused to see how many people there are who, when they talk, write, and presumably think about education, think of only one thing at a time, who argue furiously for one single educational principle or reform, and seem to believe that if you can only hold fast to this one principle, or achieve this one reform, everything else will somehow take care of itself. Let me illustrate, with a few examples out of many.

First, there are the devotees of *discipline* — who want to inculcate character in the young by fixing in them the habit of instant obedience to commands, gongs, buzzers, and scholarly authority.

There's a lot of value in their principle. There are occasions when there's no time to ask "Why?" or to say, "Yes, but I question the fundamental policy that underlies the ringing of that buzzer." Yet there are a good many other things beside this particular sort of habit-building which education ought to provide—such as, for example, an appreciation of Beethoven or a capacity to understand why price control was a flop in 1946—and you can't be quite sure that the student will pick up these other things at home, like his weekly laundry.

Then there are the *vocational*

training people, who want all boys to learn a trade and all girls to become trained stenographers, cooks, and baby-tenders, so that they may be on their way to selfsupport and feel secure and at home in the modern world.

That's nice work too, if you can prepare for it without missing out on some other things less easily learned in a hurry. But one can feel secure and at home in the modern world and still be a soft-headed ignoramus.

Then there are the *classicists* and their up-to-the-moment counterparts, the *100 great books boys*. They want everybody to spend his college years consulting the sacred texts.

It's a wonderful idea, partly as a reminder that much of our education today might be described, not as contact with the Best that Has Been Thought and Said in the World, but as contact with some pedagog's summary of what some other pedagog has written about the Best that Has Been Thought and Said. But it leaves room for a pretty intensive post-graduate course in What's Been Going on Since Aristotle, Thomas Aquinas, Machiavelli, and even Marx—in a sort of thing that the vocational training boys regard with such an enthusiastic if near-sighted eye.

Then there are the *progressive educators*, vintage say 1925, with their insistence on regarding the pupil as the unit of education, on leading his spontaneous interest rather than cramming education down his throat, on learning by doing.

This is an educational principle of dynamic value. But the last man to admit that the whole truth was made manifest to John Dewey on a mountain top would be John Dewey himself. Most of us would agree that this principle, too, is not one to be applied by people who wear blinders to everything else. It too carries with it the dangers of over-simplification—a danger that the student will neglect the things he must know

in favor of the things that amuse him, a danger that he will always scorn routine, want to argue with the buzzer, and be out of tune with necessity.

Finally, there are the *common core boys*—the general education boys—who feel that education must not fly off in all directions, but that there are some things with which everybody who has been exposed to an education must be acquainted.

This movement, perhaps the most vigorous of the moment in higher education, also expresses a valid principle—if, when you try to put it into practice, you don't forget that you may in so doing throw away some other educational assets, if you don't forget that education is a very complicated thing and must pay some attention of *each* of the things that these various groups of people have had in mind; and to a great many other things, too, including the things which will excite the educational zealots of 1960 and 1970, whatever those things may prove to be.—  
*From a speech given at Bennington College Trustees Dinner.*

---

### NO WARNING THEN

On a sentimental pilgrimage to their old home town, an elderly couple lingered at a street corner.

"Do you remember, John," the old lady sighed sentimentally, "we always used to meet here when we were courting?"

"Yes, my dear," replied the husband, "but that sign wasn't there then."

And he pointed to the notice which read: "Dangerous corner—go slow."

---

Trivial reading makes trivial people.

\* \* \*

A teacher is a person who swore he would rather starve than teach, and has been doing both ever since.

## Going! Going! Go---?

Ten school-teachers feeling very fine

One thought of his old age--and then there were 9.

9 school-teachers looking for a mate--

One couldn't support her--so there were 8

8 school-teachers--wanting help from Heaven--

One said, "I must help myself"--and so there were 7

7 school-teachers thought their homes to fix --

One looked in his bank-account--and so there were 6

6 school-teachers watched their children thrive

One child needed dental care--and then--  
there were 5!

5 school-teachers think "cost of living" is much more --

One had too many children-- so there were 4.

4 school-teachers, wanting their degree --

One changed to medicine--and so there were 3

3 school-teachers think of things they'd like to do--

One was tired of wishful thinking--and so there were 2

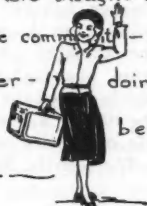
2 school-teachers thought they'd have some fun--

"No!" said the committee--and so there was 1.

1 poor teacher-- doing the work of eight--

Wake up -- before it is too late!

Alberta --



GARDNER.

# On Sudden Changes of Personality

By Dr. H. E. Smith

**F**ORTUNATELY teachers are immune to this experience because they can't become trustees. Some beneficent Providence has stepped in to protect them. But let any man or woman, be he ever so estimable as a citizen, possessed of the noblest ideals, of the highest integrity, and driven to self-sacrifice in the public interest—let him, I say, get elected as a school trustee, and instantly all is changed. His motives, his intelligence, even his character, appear to undergo a black metamorphosis, and he becomes Public Enemy No. 1, especially to teachers. Now this is a curious phenomenon which, I presume, is to be deplored. No doubt there are some actual transformations of the sort indicated, for was it not Shakespeare who said,

"Man, proud man, dressed in a little brief authority,

Plays such fantastic tricks before high Heaven

As make the angels weep."

Surely, however, there can be no such general transmutation, and

some trustees must surely retain a few elements of humanity. Let us, therefore, as teachers be discriminating: condemn and avoid those few trustees who are tricky, perfidious, and malicious; and, on the other hand, praise and seek out for employment those who are straightforward, honorable, and interested in the welfare of education. After all, there are perhaps some of us teachers a shade less intelligent, understanding and devoted to our work than we might be, but we don't want the entire profession maligned because of us. Let there be no universal condemnations.

"Teaching has long been called a profession. It is time to make it a profession in fact." These are the words of the executive secretary of the National Education Association. To bring this about, slowly but surely, teachers must give their professional organizations loyal and undivided support—support that has no ulterior motives, political or otherwise; they must see achieved their Canadian national federation's plan of a college degree for every classroom instructor; they must develop and enforce a code of ethics to ensure high standards of professional service—they must be strict about this, taking action themselves when a teacher behaves in a manner unsuitable in a person who moulds the thinking of the young; they must, above all, preserve the vision which guided the Domine of old—for the life of a teacher is essentially a life of service and of sacrifice.

—*The Gazette*, Montreal, April, 1947.

✱ ✱ ✱

I am not young enough to know everything.—J. M. Barrie.

## Stettler Reports...

Teacher applications have arrived in a steady stream at the Stettler School Division offices during the past two weeks with the result that the Division finds itself with the best teaching staff it has had for years.

The number of supervisors has been cut to four, and it is expected that full time teachers will be obtained for these in the very near future. It is the belief of Dr. R. Reese, superintendent of the Stettler schools, that the high salaries offered by the Division results in the highly efficient staff that has been obtained.—*Edmonton Journal*.

# TRAILING CLOUDS OF FAILURE . . . .

## . . . . the Problem Child

By Dr. S. R. Laycock  
Dean of Education,  
University of Saskatchewan

**W**HETHER or not the poet, Wordsworth, was right in believing that all children come into the world "trailing clouds of glory," every school has among its pupils children who trail clouds of failure instead of glory. They are the problem children—the ones who are "lime-lighty," cruel to other youngsters, dishonest, untruthful, disobedient, extremely shy, over-sensitive, given to self-pity, sullen, stubborn, resentful, bad-tempered, "smart-alecky," or destructive. They are the ones who are always in trouble. They dislike school. They are a trial to the teacher. Sometimes they are continually getting into difficulty in their communities. At other times they are at loggerheads with their classmates. Whatever the form of maladjustment, a little study usually reveals that these youngsters feel that they are failures in some important aspect of their lives—the physical, emotional, social, or intellectual aspects.

### Physical Failures

**M**ANY a youngster becomes a problem child because he believes himself to be a physical failure. With boys, size and strength are of great importance. The puny, undersized lad is apt, therefore, to feel inferior and inadequate. With girls, a feeling of physical failure is apt to arise from being fat or plain or ill-favored. With both sexes physical defects like poor vision, poor hearing, physical deformities and birthmarks are apt to cause acute feelings of inadequacy.

In adolescence, particularly, boys and girls are very keenly sensitive to any real or fancied physical handicap. Those who mature early feel out of place with their age-mates. However, the boy or girl who matures late is in a worse plight. Such youngsters are apt to feel there is something wrong with them and to feel very miserable. Adolescent boys of ten suffer greatly because they believe they differ greatly from other lads in respect to the quantity of hair on their chest or the size of their genitals. In addition, they may have acute feelings of guilt over masturbation, with fears that they have rendered themselves impotent or liable to becoming insane.

Real or fancied physical failure on the part of a youngster creates for him a very grave problem. He feels he is unworthy of recognition and acceptance on the part of his peers and his own self-esteem suffers a severe blow. As a result, he is almost certain to try to make up for his failure by compensatory behavior—by bullying, boasting, bossiness, lying, stealing, cruelty, destructiveness, fighting, or by one of a dozen other methods. It is true that sometimes such a youngster makes a good adjustment and compensates for his physical inadequacy by becoming an outstanding student, a good artist, a great musician, a good actor, or a social leader among his classmates. To do this, however, he usually needs help from his teacher or parents in two ways: First, to accept himself without embarrass-



ment, and, secondly, to cash in on his other assets.

The best thing teachers or parents can do for a child with a physical handicap is to help him to accept his handicap objectively. There is no use pretending that a crippled arm or a puny body or poor vision or poor hearing is other than a handicap. Such things *are* handicaps, and the child should be helped to face them frankly without being too upset. Teachers and parents should help youngsters to see that *all of us* have to get along with what we have. Most people would like to be taller or shorter, heavier or lighter, or more beautiful, as well as to have noses or mouths or ears of different shape. Then, again, no one is a great athlete, a great artist, a great musician, and a great executive rolled into one. Each individual must get along with what he has. If the teacher and parents accept a child's handicap objectively without pity or embarrassment, the child can be led to accept himself, too. However, the teacher and parent must not stop there. Rather, they must go on to help the child to discover his assets and to capitalize on these. Every child, including the physically and mentally defective, *has* assets by which he can gain recognition and acceptance and by which he can maintain his self-respect.

#### Emotional Failures

**B**AD as is the plight of the child who considers himself a physical failure, the child who feels himself an emotional failure is in a worse case. The child who has been rejected by his parents because they didn't want him in the first place or because he does not come up to their expectations physically, intellectually, or socially, is in a bad way. So is the child who feels insecure in his parents' affections because they quarrel with one another, disagree on discipline in the home, are in-

consistent in discipline, or play favorites. Parents are meant to be a child's emotional home base. Their love and affection are his anchor to windward. Without this emotional security from his own home, a child is emotionally adrift and his extravagant behavior is merely an SOS signal for help.

Pupils need to feel, too, that they are accepted emotionally by their teacher. That is vital for the best personality growth of a child in school. No teacher who is unwilling to accept *all* his pupils emotionally has any place in a classroom. This acceptance must include children of all races, colors, and creeds. It must include, too, the children who misbehave and are a nuisance to the teacher. If the latter recognizes problem behavior for what it is—the distress signals of a child whose needs are being thwarted—he will not feel antagonistic but rather sympathetic to such children.

Then, again, the child who is not accepted emotionally by his age-mates is of all children the most miserable. This is particularly true at adolescence, but it is also true at other ages as well. If a child is rejected by other children no school is likely to have any success in teaching him subject matter, skills, or social attitudes until this situation is remedied. The child will make all sorts of frantic attempts to win the acceptance and recognition of those of his own age. These attempts may include daredevil stunts, stealing, lying, defiance, fighting, and, indeed, almost any form of misbehavior.

If a child considers himself an emotional failure he *must* have help or his behavior will go from bad to worse. Ways must be sought of helping him to feel emotionally secure. Often this means that the teacher, principal, or social worker must seek for a solution with the parents. The latter may need help in discovering the worth of the child and in giving

him the security he needs at home. Then, too, the teacher must see that he himself accepts the child emotionally at school. In addition, wise attempts must be made to help the child win acceptance from the group of his peers through the worthwhile things he can do to win its acceptance and recognition.

The teacher's leadership in helping a class to accept the outcast usually brings results. Sometimes the approach must not be too direct. At other times individual pupils can be appealed to with respect to helping the emotionally rejected child to win acceptance from the group. With a little leadership, pupils usually respond well to such efforts to enlist their co-operation.

#### Intellectual Failures

THE school with its emphasis on marks and grades is chiefly responsible for many children coming to feel that they are intellectual failures. However, many parents have a heavy responsibility for such feelings. If the boy whose academic ability is only fair is made to feel that his report card disgraces the family, or if he is compared with more brilliant brothers and sisters, he may come to feel that his parents don't think he is up to much so far as mental ability goes. If school and home place too great emphasis on competition for marks and on success in academic subjects, the child is likely to come to dislike the school and all its works and to seek other ways of gaining acceptance, recognition and self-esteem. If he finds such ways through athletics or music or art or hobbies or executive work or social skills, he is lucky. Otherwise, he is often forced to find recognition by being a clever thief or a champion liar or a notorious nuisance. Only too often the delinquent is a child who has been made to feel that he is an intellectual failure. His anti-social behavior is

an attempt to prove to himself and others that he is "somebody"—a leader, if in misbehavior and delinquency.

The child who trails clouds of intellectual failure needs help. He needs a curriculum and methods of teaching modified to suit his needs. He needs recognition for worthwhile effort rather than for outstanding results. And, above all, he needs help in finding what his mental resources are and in using them wisely. In addition, he needs help in capitalizing on his assets in other fields—physical, social, executive, etc.

#### Social Failures

MANY children feel acutely inadequate because they lack the social skills necessary for getting along well with their fellows. Sometimes this sense of social failure can be traced back to the fact that they belong to a despised race, a minority religious group, or a home that is under-privileged economically or culturally. At other times the child who feels a social outcast may have never learned the skills of making and keeping friends. In any event, the child needs social guidance from his teacher or counselor in learning "the 4th R" of the modern school — "Relationships". The art of conversation can be learned and so can the skills of winning the regard of other people. Many children need to be let in on the secret that people like those who give them a good opinion of themselves and dislike those who injure their self-esteem. They need to know how this principle works out in such matters as being depended upon to do as one says one will and going out of one's way to help others as well as the avoiding of such things as laughing at the mistakes of others, talking about others behind their backs, correcting the mistakes of others, being a gossip,

and taking a vulgar attitude to the opposite sex. Children need to know, too, that successful social relations depend upon a basic sincerity, a genuine liking for others, and a respect for the personality of others.

#### Failure in Reasonable Doses Only

WHILE it is true that children need to learn to stand up to failure and to overcome obstacles, too much and too-long-continued failure does not act as a spur; rather it destroys confidence and builds up feelings of inadequacy and inferiority. Many a drug used in medicine is useful in small doses but is fatal in large ones. In the psychological realm this is true of failure. Too heavy doses result in problem behavior as the child tries frantically by problem

behavior to find emotional acceptance and security as well as recognition and self-esteem.

It is the job of the teacher and the parent to see that a child gets adequate outlets for his needs for achievement, recognition, self-esteem and acceptance through work, play, human relationships, and service to his fellows rather than through delinquency, anti-social conduct or neurotic traits or illnesses. Teachers and parents must learn that trailing clouds of failure is one of the outstanding characteristics of the problem child. They must be alert to recognize the signs of such failure and to help the child to accept his limitations and to exploit his assets. They must realize that nothing succeeds like success and nothing multiplies like continued failure.

## CHANGE OF ADDRESS FORM

Those teachers who are changing schools, those teachers who are remaining in the same schools but are changing their post office address, and those teachers who are leaving the profession, are asked to fill in the change of address form as soon as they have the necessary information and send it to the Alberta Teachers' Association, Edmonton. Please help us in this matter. It is a legal requirement.\*

NAME IN FULL.....

MAIDEN NAME (if married).....

DATE.....

HOME ADDRESS.....

ADDRESS during teaching year (1946-47).....

School District.....No.....

School Division.....

NEW ADDRESS (Teaching Year 1947-48).....

School District.....No.....

School Division.....

Salary..... Date engagement takes effect.....

\*When a teacher enters upon any contract of engagement with the board of trustees of any school district in the Province of Alberta, he shall give notice forthwith in writing to the Secretary of the Association of the date of his proposed employment and the remuneration agreed upon, and in such case the board of trustees may employ the teacher unless and until the Association notifies him in writing that the teacher is not a member.—The Teaching Profession Act, 1935.

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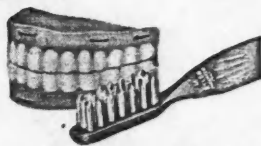
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City..... Province.....

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## Toast to the King

THE approved manner in which to toast His Majesty the King is as follows:

The chairman rises and calls for the attention of the guests, "Ladies and gentlemen (or as the case may be)," he says, "I ask you to rise and drink with me a toast to His Majesty the King." Everyone rises and stands at attention. In the meantime the pianist has moved forward to the piano and, with everyone still at attention, he or she plays eight bars, no more, no less, of the National Anthem. No one is supposed to sing. Their respectful stance is all that is required. At the conclusion of the eighth bar, the chairman then leans forward and takes up his glass, saying "The King." This is the signal for everyone present to do likewise, raising their glasses and repeating the phrase "The King." It is then, and then only, permissible to take the required sip from the glass, and the toast is over. It is not considered correct or polite to clink glasses—nor to smoke until after the toast.—D.L.P., in Regina Leader-Post.

(Reprinted in part from *Civil Service Bulletin*)

Dr. McDaniel, at the Teachers' Convention at Edmonton on September 15, stated that in California teachers receive a minimum salary of \$2,400 annually, and also that the teaching profession had sufficient prestige to compete with other professions for desirable candidates. It was possible to enter only the top third of scholarship students into the school of education or teacher training from those applying.

Always do right; it will gratify some people and astonish the rest.—Mark Twain.

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# ANALYSIS OF DIVISIONAL SALARY SCHEDULES FOR ONE-ROOM SCHOOLS

	Acanthis	Athabasca	Barry Creek	Bonnyville	Bow Valley	Calgary	Camrose	Castor
1st Year	1300	1300	1300	1250	1300	1200	1300	1300
2nd	1376	1376	1376	1330	1400	1272	1376	1376
3rd	1450	1450	1450	1410	1500	1344	1450	1450
4th	1525	1525	1525	1490	1600	1416	1525	1525
5th	1700	1600	1700	1570	1700	1488	1600	1700
5-Year Total	7550	7250	7550	7050	7500	6720	7250	7550
6th Year	1776	1676	1776	1650	1800	1560	1676	1776
7th	1850	1760	1850	1700	1900	1632	1760	1850
8th	1826	1826	1826	1750	1950	1704	1826	1826
9th	2000*	1900*	2000*	1800*	1950	1776	1826	2000*
10th	2000	1900	2000	1800	1950	1848	1826	2000
10-Year Total	17100	16300	17100	15750	17050	15240	16150	17100
	I.C. L.A. (Max. 1900)	(Inc. com- puted from Sept. 1939, I.C.)	I.C. L.A. (Max. 1900)	I.C. L.A. (Max. 1400)	11th-1939*			I.C. L.A. (Max. 1900)

	Clover Bar	Coal Branch	Drumeller	East Smoky	Edson	E.I.D.	Fairview	Footfalls
1st Year	1300...	1500...	1300...	1250...	1250...	1400...	1400...	1300...
2nd	1375...	1560...	1400...	1350...	1325...	1500...	1500...	1400...
3rd	1450...	1620...	1500...	1450...	1400...	1600...	1600...	1500...
4th	1525...	1680...	1600...	1550...	1475...	1700...	1650...	1600...
5th	1600...	1740...	1700...	1650...	1550...	1800...	1700...	1700...
5-Year Total	7250...	8100...	7500...	7250...	7000...	8000...	7850...	7500...
6th Year	1675...	1800...	1800...	1700...	1625...	1900...	1750...	1800...
7th	1750...	1860...	1900...	1750*	1700...	2000...	1800...	1900...
8th	1825...	1920...	2000*	1750...	1750...	2100*	1850...	2000...
9th	1900...	1980...	2000...	1750...	1800*	2100*	1900*	2100*
10th	1975...	2040...	2000...	1750...	1800...	2100...	1900...	2100...
10-Year Total	16375...	17700...	17200...	15950...	15675...	18200...	17050...	17400...
11th-2060*			I.C. E.C.C. (Max. 1600) P.E. 60x8	I.C. (Max. 1550) (Less 100 P.E. 100x8)	I.C. (Max. 1400) I.A. (Less 100 P.E. 100x8)		I.C. L.C. (Max. 105x2 P.E. 50x8)	

	Foremost	Gran. Prairie	High Prairie	Holden	Killam	Lac La Biche	Lacombe	Lac Ste. Anne
1st Year	1300	1300	1200	1200	1300	1200	1300	1250
2nd	1400	1400	1300	1278	1350	1275	1400	1325
3rd	1500	1500	1400	1356	1400	1350	1500	1400
4th	1600	1600	1450	1434	1450	1425	1600	1475
5th	1700	1700	1500	1512	1500	1500	1700	1550
5-Year Total	7500	7500	6850	6780	7000	6750	7500	7000
6th Year	1800	1750	1550	1590	1550	1575	1800*	1625
7th	1900	1800	1600	1668	1600	1650	1800	1700
8th	1950*	1850	1650	1746	1650	1725	1800	1775
9th	1950	1900*	1700	1824	1700	1800*	1800	1850*
10th	1950	1900	1750	1902	1750	1800	1800	1850
10-Year Total	17050	16700	15100	15510	15250	15300	16500	15800
	I.C. (Max. 1400)	11th-1890 12th-1890 13th-1890*	11th-1890*	11th-1890*	11th-1890*	P.E. from S.C.G. L.A. Sept. 1, 1939		
	L.A. (Max. 1800)	L.A. (Max. 1400)						

	Lament	Lethbridge	Medicine Hat	Neutral Hills	Olds	Peace River	Pincher Creek	Ponoka
1st Year	1300	1200	1350	1300	1300	1200	1300	1300
2nd	1350	1300	1400	1375	1400	1300	1500	1400
3rd	1450	1400	1450	1450	1500	1400	1600	1500
4th	1500	1500	1500	1500	1600	1500	1700	1600
5th	1600	1600	1550	1625	1700	1600	1800	1700
5-Year Total	7300	7000	7250	7550	7500	7500	8000	7500
6th Year	1750	1700	1600	1775	1800*	1600	1900	1800*
7th	1850	1800*	1650	1850	1800	1650	1950*	1800
8th	1950	1800	1700	1925	1800	1700	2000	1800
9th	2050*	1800	1750*	2000*	1800	1750	2050	1800
10th	2050	1800	1800	2000	1800	1800	2050	1800
10-Year Total	16950	15900	15700	17100	16500	15450	17600	16500
	Elementary teachers \$1200- \$1950	Inc. for exp. 50% of basic except in case of W.M.C. & W.C.G. L.A. (\$1100-1400)	P.E. 50x3 P.E. 60x3 P.E. (L.A.) (Max. 1400)	I.C. L.A. (Max. 1400)		11th-1850*		

	Prevest	Red Deer	Rocky Mtn.	Smoky Lake	Spirit River	Stettler	St. Mary's Riv.	St. Paul
1st Year	1300	1300	1300	1300	1400	1400	1300	1200
2nd	1350	1400	1400	1350	1500	1500	1400	1275
3rd	1400	1500	1500	1400	1600	1600	1500	1450
4th	1475	1600	1600	1500	1650	1700	1600	1525
5th	1550	1700	1700	1600	1700	1800	1700	1600
6-Year Total	7075	7500	7500	7150	7850	8000	7500	7050
6th Year	1625	1800*	1800*	1700	1750*	1900	1800	1675
7th	1700	1800	1800	1800	1750	2000	1900	1750
8th	1775	1800	1800	1800	1750	2100*	1950*	1825
9th	1850	1800	1800	2000*	1750	2100	1950	1900*
10th	1925	1800	1800	2000	1750	2100	1950	1900
10-Year Total	15950*	16500	16500	16550	16600	18200	17050	16100
	11th-2000* P.S.C.C. (Max. 1425)		S.C.C. I.C. Certificates from other Provinces. (Max. 1900)	P.E. From 1937. I.C. (Max. 1600)	I.C. (Max. 1600)	P.S.C.C. (1200-1800) I.C. (Max. 1900)	W.E.C. I.C. (Max. 1200)	I.C. L.A. (Max. 1425)

	Strawberry	Sturgeon	Sullivan Lake	Taber	Thorhild	Two Hills	Vegreville	Vermilion
1st Year	1356	1200	1300	1300	1300	1350	1200	1300
2nd	1452	1250	1375	1500	1350	1425	1300	1375
3rd	1548	1325	1550	1600	1400	1500	1400	1450
4th	1644	1400	1625	1700	1475	1675	1500	1625
5th	1740	1475	1700	1800	1550	1650	1590	1600
5-Year Total	7740	6650	7550	7900	7075	7500	6990	7250
6th Year	1812	1550	1775	1900	1625	1725	1680	1675
7th	1884	1625	1850	1950*	1700	1800	1770	1750
8th	1956*	1700	1925	1950	1800	1875	1860	1825
9th	1956	1800	2000*	1950	1900	1950	1900*	1900
10th	1956	1900	2000	1950	2000*	2025*	1950	1975*
10-Year Total	17304	15225	17100	17600	16100	16875	16200	16375
	L.A. (Max. 1452)	11th-2000* P.E. (Outside Division) 1937. 7854	I.C. L.A. (Max. 1900)				L.C. (Max. 1800)	L.A. (Max. 1825)

	Wainwright	Watskiwin	Wheatland
1st Year	1300	1350	1300
2nd	1350	1425	1400
3rd	1450	1500	1500
4th	1550	1575	1600
5th	1650	1650	1700
5-Year Total	7300	7500	7500
6th Year	1725	1725	1775
7th	1800	1800	1850
8th	1875*	1875*	1925
9th	1950*	1875	2000
10th	1950	1875	2075
10-Year Total	16600	16650	17125
	I.C. (Max. 1650)	W.E.C., L.A. Less 100 (Min. 1350)	11th-2150*

\*—Maximum.

Negotiations not completed at time of printing—Femmina.  
Negotiations deadlocked—Red Deer Valley, Stony Plain.  
No information—Fort Vermilion, Macleod.  
P.E.—Past Experience. N.B. Where references are made to Past Experience, full allowance is given for Past Experience whether served in the Division or elsewhere.  
I.C.—Interim Certificate  
L.A.—Letter of Authority.  
L.C.—Lapsed Certificate  
S.C.C.—Second Class Certificate  
W.E.C.—War Emergency Certificate  
Note—Special consideration is given by a number of the Divisions for schools with heavy enrollment, grade 12, Summer School attendance, etc. Full particulars re the salary schedules may be obtained from the A.T.A. Office.

# SCHEDULES WITH MAXIMUM OF \$2000 AND OVER

Wheatland	\$2150	Castor	2000
Coal Branch	2100	Drumheller	2000
E.I.D.	2100	Neutral Hills	2000
Foothills	2100	Provost	2000
Stettler	2100	Smoky Lake	2000
Clover Bar	2050	Stettler	2000
Lamont	2050	Sturgeon	2000
Two Hills	2025	Sullivan Lake	2000
Acadia	2000	Thorhild	2000
Berry Creek	2000		

# ORDER OF MERIT 5 YEARS

- 1.—Coal Branch
- 2.—E.I.D.
- "—Stettler
- 4.—Pincher Creek
- "—Taber
- 6.—Fairview
- "—Spirit River
- 8.—Strawberry
- 9.—Acadia
- "—Berry Creek
- "—Castor
- "—Neutral Hills
- "—Sullivan Lake
- 14.—Bow Valley
- "—Drumheller
- "—Foothills
- "—Foremost
- "—Grande Prairie
- "—Lacombe
- "—Olds
- "—Ponoka
- "—Red Deer
- "—Rocky Mountain House
- "—St. Mary's River
- "—Two Hills
- "—Wetaskiwin
- "—Wheatland
- 28.—Lamont
- "—Wainwright
- 30.—Athabasca
- "—Camrose
- "—Clover Bar
- "—East Smoky
- "—Medicine Hat
- "—Vermilion
- 36.—Smoky Lake
- 37.—Provost
- "—Thorhild
- 39.—Bonnyville
- "—St. Paul
- 41.—Edson
- "—Killam
- "—Lac Ste. Anne
- "—Lethbridge
- 45.—Vegreville
- 46.—Peace River
- 47.—High Prairie
- 48.—Holden
- 49.—Lac La Biche
- 50.—Calgary
- 51.—Sturgeon

# ORDER OF MERIT 10 YEARS

- 1.—E.I.D.
- "—Stettler
- 3.—Coal Branch
- 4.—Pincher Creek
- 5.—Taber
- 6.—Foothills
- 7.—Strawberry
- 8.—Drumheller
- 9.—Wheatland
- 10.—Acadia
- "—Berry Creek
- "—Castor
- "—Neutral Hills
- 11.—Sullivan Lake
- 15.—Bow Valley
- "—Fairview
- "—Foremost
- "—St. Mary's River
- 19.—Lamont
- 20.—Two Hills
- 21.—Grande Prairie
- 22.—Wetaskiwin
- 23.—Spirit River
- 24.—Wainwright
- 25.—Smoky Lake
- 26.—Lacombe
- "—Olds
- "—Ponoka
- "—Red Deer
- "—Rocky Mountain House
- 31.—Clover Bar
- "—Vermilion
- 33.—Athabasca
- 34.—Vegreville
- 35.—Camrose
- 36.—St. Paul
- "—Thorhild
- 38.—East Smoky
- "—Provost
- 40.—Lethbridge
- 41.—Lac Ste. Anne
- 42.—Bonnyville
- 43.—Medicine Hat
- 44.—Edson
- 45.—Holden
- 46.—Peace River
- 47.—Lac La Biche
- 48.—Killam
- 49.—Calgary
- 50.—Sturgeon
- 51.—High Prairie

Published by the A.T.A., August, 1947.

# Your Fellow Teachers in the Old Country Are Hungry

By Marian Gimby

**W**HEN you sit down to your Thanksgiving dinner have the grace to be glad you live in Canada where food is plentiful. Beyond Canada and the United States, the world is hungry, hungrier steadily from West to East.

Even in Britain things are incredibly bad; here is the present British "austerity" diet:

Each week—

Meat, 20c worth; bacon, 2-oz.

Butter, 3-oz.; margarine, 3-oz.; lard, 1-oz.

Bread, 2 loaves.

Tea, 2-oz.

Sugar, ½-lb.; jam, 1-lb. per month.

Soap, ½-lb. laundry and 1 cake toilet soap per month.

Small extra rations are given in special cases; but this is what most people subsist on. After *nine years*, the rationing is more severe than ever.

Everywhere in Britain today are signs that the long strain is telling. People look older than they should. A listlessness is beginning to steal over them, a fatal resignation directly traceable to lack of calories and vitamins. With every pressure on them to produce or perish, people are slowing down and striking because heavy work demands good food in plenty.

No doubt there are other countries where the need is even worse, where people are dying in thousands. But there is no country like this, the very matrix of our civilization, on whose existence and prosperity so much depends if the freedoms of the western world are to be maintained and developed.

We in Canada, with some

honoured exceptions, knew nothing of the horrors of war; we knew only its exasperations. We stood in queues, for some things. We wore civilian shoes and ate civilian jam. We were ignored by salesgirls, and pushed around by busmen. We did assorted war work. And we learned to shudder at the name of "Isley."

Hamilton House,  
Mabledon Place,  
London, W.C.1.,

September 16, 1947.

To the Editor:

I am very grateful for your cablegram with respect to sending food parcels from the Alberta teachers for distribution amongst members of the National Union of Teachers. There are in the ranks of the Union a number of teacher-pensioners who are receiving very inadequate pensions, and also a number of disabled ex-service teachers, who served both in this war and in the 1914-18 war. All these members are receiving financial assistance from the Union's Funds, and I am sure that parcels of food donated by your members would be more than welcome to them.

If you will be good enough to have parcels addressed to me at the above address, I shall be very happy to see that they are distributed amongst these very deserving cases, and on their behalf I should like to express our very warm thanks for your very generous offer.

With all good wishes,

Yours sincerely,

**Ronald Gould**

General Secretary, National  
Union of Teachers.



But most of us, most of the time, could have forgotten that there was a war on.

The British teacher endured all this a thousandfold. And in addition, her classes were disrupted by evacuations and by constant alerts. In the air raids she was responsible for her children. She comforted the terrified and helped to dig the dead and injured out of the debris. Under these conditions, she taught by day, and at night she gave to canteen work and warden duties the precious hours of sleep.

These are the people, our allies and kinsmen who withstood the enemy's first fierce strength, who faced annihilation, outwitted disaster, took the terrible pounding and hung on, defending our freedom with their own, until our help came. It should embarrass us to know that now they must work longer and eat less in order to repay what that fight cost them. Our help has been too little and too late. We live by contrast on the fat of the land, and many of us do not know that the man who bore the battle, or his widow and his children, work late and early in the cold and damp, and even semi-darkness, making for our use fine quality merchandise. Their need is so much greater than ours. But they have only skill to make; we have the money to buy.

They are weary and shabby and hungry and cold. They are not complaining. But they must sometimes be wondering—about us.

The British are a proud people and they need help desperately now. They need food. If ever you have thrilled to tales of their valour and endurance in the World Wars, now is the time to show appreciation. You can give great thought to your influence in shaping our national trade policies. And you can go out and buy food and send it as a gift to someone you know, or don't know.

If you aren't already sending all you can why not claim some British teacher and share a little of your abundance with her. Members of the Edmonton Women Teachers' Club have been doing this for several years, and so, no doubt, have many other teachers' groups. The need is now greater than ever. Perhaps your whole staff would like to send a parcel regularly.

Here's how. The National Union of Teachers in Britain will accept any parcels we send and distribute them to needy cases, especially to their retired teachers. Many of these old people (perhaps 2,000 of them) are really suffering.

If you send your parcel directly to the A.T.A. Office, Edmonton, we will forward it for you. But if you send ten dollars (\$10.00), we will ship through the Hudson's Bay Co., Edmonton, a twenty-pound parcel (food \$8.00; postage \$2.25). Five dollars will send a ten-pound parcel.

Enclose a Christmas card with your personal greetings and your address. Then you will be in touch with the teacher you are befriending and can send your next parcel directly if you like.

**I**F you already know some British teacher, start collecting: Canned meat, butter, milk (the sweetened kind); sugar (lumps carry best), jam, honey, marmalade; cheese, oxo cubes, pudding powders, soup powders; raisins, dates, figs. Put in a small fruit cake and several chocolate bars. Don't forget some plain soap—seal it carefully. Handkerchiefs will help save ration coupons. Stockings—a bonanza.

Warm clothing is badly needed. Do you know that classroom temperature is often 40 degrees? Remember, though, that only used clothing goes in duty free.

Pack all of these carefully in corrugated cardboard. Fill the cranies with Kleenex (or any kind of

tissue) or tea bags. Slip in a wash cloth, a pocket comb, bobby pins or some lingerie elastic. Watch every ounce of weight, for the postage will be expensive. Wrap and tie with stout paper and string. Address plainly. Then sew it all in heavy cotton and address again with indelible pencil. Mark your customs declaration "Eats and Used Clothing," and cart it down to the Post Office.

Try doing this often, once a month if you can. It will take time and work and money, but it will be more fun than you think. You will develop a new viewpoint about a number of things. You will probably never know what joy your parcel brings. It will be wonderfully welcome, not just because it supplements a miserable diet but because it salutes in gratitude a gallant struggle and lends a warm and reassuring hand.

**R**EMEMBER a gift of ten dollars sent to the A.T.A. Office will send a parcel of 20 lbs. of food to the National Union of Teachers, and will make a brighter Christmas for some pensioned teacher in the Old Country.

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September 16, 1947.

To the Editor:

As a visitor in England and Scotland in November, 1945, November, 1946, and August, 1947, I can testify that the diet is monotonous and severely limited. Furthermore, a visitor fares much better in this respect than the ordinary inhabitant, because a visitor can dine in restaurants and hotels and does not need to worry about his own personal ration cards, unless he stays more than four days in the same place.

A good many teachers in the United States are sending food parcels to their colleagues in other parts of the world where food supplies are

short, and I certainly believe it would be a desirable practice for general application.

I was particularly pleased to receive a communication from the Alberta Teachers' Association because I am in part a product of the Alberta public schools. I attended the public and elementary schools in Red Deer, Alberta, for about eight years.

Cordially yours,

**William G. Carr**

Associate Secretary National Education Association of the United States.

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September 25, 1947.

To the Editor:

Cable received. Arrangements can be made to distribute food parcels donated by your Association and expressed to our headquarters here. Many thanks.

**A. J. Belford**

Secretary, Educational Institute of Scotland.

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#### SCHOLARSHIP AWARDS, FACULTY OF EDUCATION, 1947.

John W. Barnett Scholarship: Peter Maclaren Roberts.

The Edmonton Jewish Federation Scholarship in Education: Barbara Frances Davidson.

The Fuller Brush Company Scholarship in Art: Elva Pearson.

The Prizes of the Calgary Section of the National Council of Jewish Women of Canada:

Music 51 (Ed. 234)—Elizabeth Manning.

Music 45 (Ed. 334)—Joyce Richardson.

Drama 44 (Ed. 136)—Gordon Peacock.

Art 51 (Ed. 232)—Una Mary Lewis.

The Faculty of Education Alumni Gold Medal in Education: Ronald Ralph Jeffels.

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## *Winner of the A.T.A. Scholarship*



**PETER M. ROBERTS**

The John Walker Barnett Scholarship was this year awarded to Peter Maclaren Roberts, of Lethbridge.

Teacher: "Did you ever take chloroform?"

Girl: "No, who teaches it?"

### **AMERICAN DAIRY LUNCH**

Your Satisfaction is our Pleasure  
Jasper Avenue and 102nd Street

(Established 1914)

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Alberta

## **STAMMERING**

We offer the most scientific training for the permanent correction of stammering. Let me tell you how I have helped others achieve normal fluent speech. My new 48-page booklet, **THE CORRECTION OF STAMMERING**, gives full information. Write today for a free copy. Wm. D. Dennison, 543 Jarvis St., Toronto.

## **Empress and Carlton Hotels**

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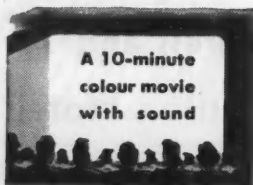
## **EDUCATION WEEK**

The program for Education Week, November 2-8, 1947, has been prepared by the Executive of the Manitoba Teachers' Society, under the chairmanship of Miss Hilda Kinney.

The general theme is "Education for the Seven Freedoms." The topics are:

Freedom of Religion  
Freedom of Speech  
Freedom to Choose One's Own  
Calling  
Freedom from Fear  
Freedom for Leisure  
Freedom from Want  
Just Freedom.

Pamphlets on Education Week have been sent to the Secretaries and Councillors of Locals, and extra copies may be obtained from the Head Office on request.



Now you can show your students

# "The Story of Menstruation—"

By Walt Disney Productions



This new movie—planned for teen-age students—is a thoroughly researched film... designed to save you time and work. One teacher said, "This coloured picture portrays beautifully and unemotionally a phase in a normal girl's life. It is scientifically accurate and scientifically presented".

This movie does a two-fold job. Superstitions are replaced with scientific facts... and easily understood diagrams clarify the physiological background.

Attractive cartoons cover such phases as the do's and don't's of "those days"... encourage a healthy, normal attitude and dispell embarrassment.

The use of prints is free. Simply fill out and mail the coupon below for full details.

MAIL TODAY!

Educational Department,  
Canadian Cellucotton Products Co. Ltd.,  
330 University Avenue,  
Toronto, Ontario.

Please send me free, with the compliments of Kotex, full details on the movie "The Story of Menstruation" ... and also a free copy of the supplementary booklet "Very Personally Yours".

Name.....

Address .....

City.....

Prov.....

Please Print!



## Official Bulletin, Department of Education

### Changes in the Programme For Grades VII, VIII and IX

1. A revised course in Grade IX Social Studies has now been distributed to all schools throughout the Province.

2. The work books, "Reading for Meaning," by Coleman (Canadian edition), have been authorized as required texts in Grades VII and VIII. It is intended that they be used in the periods allotted for remedial work in English, although they should be looked upon as part of a developmental rather than a remedial programme in reading. Unfortunately, because of printing difficulties, the Grade VIII booklet will not be available before November 1.

3. A modification has been made of the regulations governing the offering of Art in Grades VII and VIII. (See page 10 of the Programme of Studies for the Intermediate Grades.) Art is still compulsory in Grade VII or Grade VIII but *may now be optional in the alternative grade*. Thus Art must be offered in only one of the two grades (as at present) but *may* be offered in both grades.

### CADET TRAINING

The practice of granting credits for Cadet work will be continued in 1947-48 under the same arrangements as were given in this magazine about a year ago.

### BOOKKEEPING 1 and 2

The 20th Century Elementary Course Bookkeeping and Accounting, 19th edition, is now the authorized text for Bookkeeping 1 and 2.

### GUIDANCE REFERENCE BOOKS

With an introduction of a guidance programme into some Alberta schools and the appointment of a Supervisor of Guidance, the Department feels that teachers will desire to do some reading in this field. The following Reference Books are being carried in stock by the School-Book Branch:

1. "Guidance in Secondary Schools"—R. H. Lewis, 1946 (Canadian). (\$1.25).

2. "Educational Guidance: Its Principles and Practice"—Ruth Strang, 1947. (\$3.10).

3. "Principles of Guidance"—A. J. Jones. (\$4.00).

4. "Frontier Thinking in Guidance"—1945. (\$2.20).

5. "Practical Handbook for Counsellors"—G. Hutcherson, 1945. (\$1.80).

6. "Guidance Practices at Work"—Erickson and Happ, 1946. (\$4.00).

7. "Testing and Counselling in the High School Programme"—John G. Darley, 1943. (\$3.20).

8. "Principles and Techniques of Guidance"—Lefever, Turrell and Weitzel, 1941. (\$5.00).

9. "Guidance in Secondary Schools"—L. Koos and G. Kefauver, (\$4.25).

10. "How to Interview"—Bingham and Moore, 1941. (\$3.75).

Should any teachers require any specific information on any title, an inquiry to the Supervisor of Guidance will result in the information being forwarded.

*Make a wish  
Pal!*



Wish your pencil  
were smooth as  
smooth can be?

Wish the point  
would last and last  
and LAST?

Wish it were the  
very finest pencil  
for drawing and  
writing you ever  
laid hands on?

Make your wish  
come true—

10c  
EACH  
Less in  
quantities

*Buy*

**EAGLE** "CHEM SEALING"  
**TURQUOISE**  
PENCILS

A short list of Publications is as follows:

1. "Occupations"—\$5.00 per year (October to May), including membership in the National Vocational Guidance Association, 82 Beaver Street, New York 5, N.Y.

2. "The School Guidance Worker"—Vocational Guidance Centre, 371 Bloor Street West, Toronto 5; monthly (October to June)—75c per year.

3. "Labor Gazette"—monthly—Department of Labor, Ottawa—20c per year.

4. "The Employment Situation"—monthly, Dominion Bureau of Statistics, Ottawa—\$1.00 per year.

Additional titles will be recommended from time to time.

#### AUDIO-VISUAL AIDS BRANCH BRIEFS

A 34-page "Classification List of Sound and Silent Motion Picture Films," containing all motion-picture films in the library and superseding previous classified lists, has been distributed recently. If your school has a motion picture projector and has not received one of these lists, kindly inform the Audio-Visual Aids Branch, Department of Education. The "Descriptions" will be issued in the same form at a near future date.

"Notes to Users" is an information sheet issued at regular intervals by the Audio-Visual Aids Branch. It will give information needed by those schools making use of projected visual aids in the classroom. If your school is equipped for the use of 16mm. motion-picture films, 35mm. filmstrips, or 2x2 slides, it should be on our mailing list.

#### JUST A SUGGESTION

Complaining Customer: "I don't like any of these dresses. I think I would look well in something flowing."

Tired Clerk: "Why don't you jump in the creek?"

The A.T.A. Magazine



# CONGRATULATIONS . . .

## Recent Appointments to the Department of Education



**H. C. MELSNESS, B.Sc.**  
**Superintendent of Schools**

Mr. Melsness has recently been appointed as Superintendent of Schools by the Department of Education. He has therefore given up his office as Past President on the Provincial Executive of the Alberta Teachers' Association.

Mr. Melsness, prior to his appointment as Superintendent, was Principal of the Grande Prairie School, which position he has held for 13 years. Throughout his teaching career, he has taken a prominent part in A.T.A. affairs, having served on the Provincial Executive in the capacity of President (1945-47), Vice-President (1943-44), and District Representative (1940-41); and all teachers throughout the Province have benefitted by his leadership.



**MR. S. A. EARL, B.Sc.**  
**Superintendent of Schools**

Mr. Earl received his early education in Alberta and graduated from the Calgary Normal School in 1930, after which he taught for sixteen years in Alberta schools. For the past five years he has been Principal at Cardston, where he has taken an active part in community affairs. He obtained his B.Sc. degree from Brigham Young University, Provo, Utah. He has also been active in A.T.A. affairs, having served as President of the St. Mary's Local for four years, and as a member of the Salary Negotiating Committee.

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You wouldn't worry much about what people think of you if you only knew how little people think about you.



**R. E. BYRON, B.Sc., B.Ed.**  
Superintendent of Schools

Mr. Byron has taught in rural and consolidated schools in Alberta since obtaining his High School Certificate in 1936. He qualified for the Senior Shop Certificate at the Institute of Technology and Art and Columbia University, and subsequently taught Shop subjects at the Institute and at Medicine Hat. He served overseas with the R.C.A.F. as a pilot, and following retirement from the Armed Forces acted as Supervisor of Rehabilitation Train-

ing, Canadian Vocational Training, until August of this year.

**G. L. MOWAT, B.Sc.**  
Superintendent of Schools

Mr. Mowat attended the Calgary Normal School in 1935, and after graduating he taught in Alberta schools until 1941. He obtained his B.Sc. degree at Provo, Utah, in 1942, after which he served in the R.C.A.F. for three years. He took one year postgraduate work at Stanford University in 1946-47, prior to his appointment as Superintendent of Schools.

A survey revealed that kids dislike "sour-puss" teachers. Ever see one who was like that if she taught nice kids, got fair pay and was treated like somebody?



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**A. A. ALDRIDGE, B.A.**  
Supervisor of Guidance

Mr. Aldridge has taught in Alberta Schools for twenty-one years, nineteen as principal. He secured his B.A. from the University of Alberta. He entered the Y.M.C.A. War Services in 1941 as a Supervisor, and joined the R.C.A.F. Educational Services as an education officer in 1942. He served overseas for one year visiting R.A.F. stations to discuss personal education and rehabilitation problems with attached R.C.A.F. personnel. On his return from overseas, he assumed the position as Supervisor of Training and Counselling Services with D.V.A. in Edmonton District. He was a member of the Provincial Executive for one year before joining the forces.

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**D. T. OVIATT, B.A.**  
Supervisor, Teachers' Service Bureau

Mr. Oviatt graduated from the Calgary Normal School in 1931, and since that time has had eleven years' teaching experience in Alberta schools. He has also served as Superintendent of Schools, and has assisted the Department of Education in curriculum revision work. He has recently been appointed as Supervisor of the Teachers' Service Bureau in the Department of Education.

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**A. L. DOUCETTE, B.Sc., M.A.**  
Director, Faculty of Education,  
Calgary

Mr. Doucette received his early education in Nova Scotia, graduating from Dalhousie University and Nova Scotia Technical College in 1919 with the degree of B.Sc. in Civil Engineering. After serving as an engineer for three years, he took his normal-school training in Edmonton, Alberta, in 1923. Thereafter, he served in Alberta schools as a rural-school teacher, high-school teacher, normal-school instructor at Edmonton, Camrose and Calgary, and as a school inspector for four years. He secured his M.A. degree in 1940 from the University of Alberta, and in August, 1947, completed post-graduate work for the Doctor of Education degree at Stanford University. He served in the Canadian Army (Active) as personnel Selection Officer from 1941-46, and rose to the

rank of Major. After his discharge, he joined the Faculty of Education in May, 1946, and in September, 1947, was appointed Director of the Calgary Branch of the Faculty of Education.

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### A.T.A. Handbook

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The A.T.A. Magazine

# LETTERS

To the Editor.

Westlock, Alta., Aug. 9, 1947.

On looking over the enclosed leaflet put out by the Alberta Association of Registered Nurses, I was struck by the enormous difference in the professional attitude and dignity displayed by the two professions, teaching and nursing, in our Province. It would be like a breath of fresh air if the A.T.A. were, for example, to publish and distribute a similar leaflet relating to the teaching profession.

We have wonderful opportunities and a crying need for developing on the part of the public an attitude which would regard teachers as a professional personnel, but that development or regard must first become more evident among the teachers themselves. This is just an expression of my feelings, Mr. Ansley. I would not care to enter into any controversy with you. This letter was prompted by the receipt of the leaflet mentioned above.

L. W. KUNELIUS.

Editor's Note: The A.T.A. Handbook, published July 1947, contains facts of interest to members of the teaching profession.

PEN PAL

49 Sandringham Road,  
Bromley, Kent, England,  
June 23, 1947.

To the Editor:

I would very much like to write to a schoolmaster in your Province. Being a school teacher myself, we should have a common interest.

My age is twenty-five, my subjects are English Literature, Geography and Religious Instruction.

Would you kindly put me in touch with someone who wishes to have a pen pal in England?

I remain,

Yours sincerely,  
(Miss) Margaret M. Gibsey.

## NATURE STUDY

Sun Life Building,  
Montreal, Canada,  
August 26, 1947.

To the Editor:

We have recently been receiving requests from school teachers in Alberta for sets of colored Bird Cards for distribution in their Nature Study class. While our supply will only permit distribution in limited quantities, we will be glad to fill requests received from teachers if they will advise the number of pupils in their classes.

It occurred to us that as a convenience to your subscribers, you may wish to refer to our offer in an early issue of your publication.

Thanking you in anticipation of this cooperation, we are

Very truly yours,  
Church & Dwight Ltd.

OVERSEAS EDUCATION  
LEAGUE OF CANADA

July 18, 1947.

To the Editor:

Enclosed is a copy of a letter we have received from the Overseas

for

# Christmas

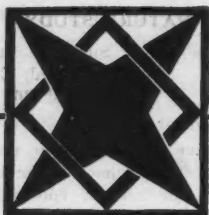
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Education League, which your Association may wish to give some publicity.

Yours faithfully,  
Department of Education.

\* \* \*

July 14, 1947.

"Dr. W. H. Swift,  
Deputy Minister of Education,  
Edmonton, Alberta.

Dear Dr. Swift:

I beg to inform you that the Overseas Education League, which necessarily had to cease functioning during the war, will resume its business of arranging vacation tours to Great Britain and the Continent for teachers and students beginning with the summer of 1948.

Our office will be open on September 1 next, at 505 Kensington Building, Portage Avenue, Winnipeg. After that date, we will be keeping in touch with you.

Yours sincerely,  
R. Fletcher,  
Honorary Treasurer,  
Overseas Education League  
of Canada."

### EDITORIAL RE SALARIES

To the Editor:

It was with continued regret I re-read your editorial re teachers' salaries in your June issue. Anyone uninformed as to the present situation would, I think, gather quite a misleading impression. Also, it certainly tends to destroy any cooperative feeling between teachers and trustees as regards the education of

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the young people of our Province for which we are both working.

The blame for the present-day salary schedule which you attribute to the A.S.T.A. is wrongly placed, in my opinion. You flatly state that the A.S.T.A. want to hold the schedule to \$1200 a year, comparing it with the minimum wage for male employees, with no reference to comparative length of holiday, set by the Government. You quite omit to state that the Government set the minimum at \$1000 per year and the A.S.T.A. raised it to \$1200. Further, when the Government had the opportunity in the House of raising the legal minimum to any figure of its own choosing, it flatly refused.

It is well-known that the full responsibility for the cost of Education is on the shoulders of the Provincial Government, who, through legislation, have moved the burden of financing largely to municipalities. Owing to the great uncertainty of collection due to crop failure, etc., and the inequality of taxation, an effort has been made for years through the A.S.T.A. and many other Province-wide organizations to get the Government to carry at least 50% of the cost of elementary and secondary education. They have continued in their refusal despite the example of some other Provinces.

With the A.S.T.A., it is not a matter of trying to hold down the basic rate of teachers' salaries, but

rather of confining itself to what it feels it can collect from the municipalities, who are so definitely limited in their source of collection as compared to the Provincial Government.

Would it not be wiser to try to build up a spirit of cooperation, and work together as we did in the Alberta Educational Council to get the necessary amount of money for the education of our young people from the Provincial Government to enable the A.S.T.A. to pay better salaries for teachers in better-equipped schools?

Yours Sincerely,

HENRY E. SPENCER,  
President, Alberta School  
Trustees' Association.

**Editor's Note:** The Editor agrees that co-operation of trustees and teachers is essential if the educational standards of this Province are to be improved. However, on the question of salaries, the Editor believes that, as cooperation implies working together with the same end in view, reasonable compromises in salary regulations seem to be the only practical method of settling salary disputes.

#### JUNIOR RED CROSS ADVISORY COMMITTEE

8, Rue Munier-Romilly,  
Geneva, Switzerland,  
July 22, 1947.

To the Editor:

The Junior Red Cross Advisory Committee of the League of Red Cross Societies, which met in Paris from May 14 to 17 last, desirous of paying tribute to the very important part played by the teaching body in the development of the Junior Red



Cross in the fifty-one countries forming a world membership of thirty-two million, unanimously voted the following resolution:

"That this Committee expresses its warm appreciation and its gratitude to the members of the teaching body who, through their understanding, their goodwill and their initiative have contributed in very large measure to the success and the extension of the work of the Junior Red Cross."

The Secretariat of the League of Red Cross Societies, in bringing this resolution to your attention, associates itself with this expression of gratitude on the part of the Advisory Committee, for it has long been aware of the great services rendered by the teaching body in the successful development of the Junior Red Cross.

The Junior Red Cross Advisory Committee was created in 1946 to supervise the development of the movement and the improvement of the methods used for carrying out its programme of health, service and international goodwill. It is com-

posed of educators and Junior Red Cross Directors representing the Red Cross and Red Crescent Societies of the following countries: Belgium, Canada, Czechoslovakia, France, Great Britain, Panama, Sweden, Turkey, U.S.S.R. and the United States.

I shall be grateful if you will communicate this resolution to the members of the teaching body in Alberta.

Yours faithfully,

B. de Rougé,

Secretary-General,

League of Red Cross Societies.

Commerce and industry are requiring better standards and are putting more emphasis on education, maturity and skill.

The crisis in education may succeed in bringing the people of the community closer to its schools and closer to the teachers than they have ever been before. They may not remain in the background and let their schools run down. They may approve adequate salaries much higher than they are now, and demand higher standards of efficiency—better qualified teachers.

John W. Studebaker.

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# SHALL WE TEACH PHONETICS? - - -

By Olive M. Fisher

Faculty of Education, Calgary

THIS is a perennial question which concerns those who are responsible for the children who are learning to read. It is closely linked with the recognition of the fact that the sooner children acquire the fundamentals of reading, the more marked will be their progress in school, since the most important intellectual skill developed in the primary grades is the ability to read sufficiently well to meet their own needs.

The teaching of reading in a modern schoolroom is concerned with children's immediate interests. The majority of them talk freely about their play, their toys, their pets, their friends, or their families. Some of them will volunteer to draw pictures of their experiences, and a story soon evolves which can be the first step in reading for the group. If one goes into any primary room where interesting activities are carried on, a great variety of reading opportunities will be seen. Around the room will be observed pictures which appeal to children—of animals, of play, of pets—with labels attached to them. These labels may be a word or a phrase or a sentence suggested by the group or by the teacher. In the latter case, the caption will be so obvious that the children will be able to tell at once what it is. Often a story will be discovered printed under a child's drawing; and very frequently the group

will, be interpreting certain directions printed on the blackboard or on work sheets. Probably plans for the day's work or for some undertaking in the enterprise will be listed on the blackboard, while on the bulletin board will be displayed some interesting announcement for all to see and read. The reading activities are varied as are the interests of the group. Not many words are definitely learned for a time; but just as a few years previously words came into a child's consciousness from his environment, so now do they come into his reading consciousness in visual form, in each instance with understanding of what the word means. This is the first stage in learning to read—to associate the spoken words with their printed forms. Thus, from the beginning the emphasis in teaching children to read is directed towards the meaning of the sentences.

From these varied experiences in reading the children will gradually learn a number of sight words. They will also try to discover new words for themselves. The first technique of discovering words independently is by the use of context clues. They guess the unfamiliar words from the meaning of the rest of the sentence, just as grown-ups do when an unusual word occurs. Since guessing may at times be indiscriminate, another technique will soon develop—that of using a phonetic clue to discover the new words. Let us examine the procedure to be used in acquiring this second technique.

The first step is found in speech training. In the Course of Studies for Alberta, this training is one of the activities outlined for school work. It provides an opportunity for the

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pupils to learn to speak and pronounce correctly. Children need help in developing mature speech; and, in consequence, when they come to school an inventory is taken of the sounds which may be giving some difficulty. These sounds, as well as other vowel and consonant sounds, are arranged in speech training exercises which develop the children's ears as well as their tongues. This is called the *auditory perception* of sounds, and the exercises are given the form of games such as these:

1. Riddles, e.g.: "I'm thinking of something good to eat that starts the same way as butter." This type helps to distinguish the consonant sounds.

2. Rhyming games: "I'm thinking of a word that rhymes with man. Guess what it is." This gives training in the recognition of word endings.

3. "My sound is in run, but not in fun. What is it?"

4. Rhymes and jingles:

Gallop, gray mare, gallop,  
Gallop through the glen.

Gallop up and gallop down,  
And gallop home again.

Puff, puff, puff the fluff,

And fly, feather, fly,

Puff, puff, that's enough,

It's far, far off in the sky.

These exercises frequently continue through the grades to aid in the development of good articulation; but at the beginning of a child's school life they assist in training his ear to hear the sounds that make the words, and his tongue

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to say the sounds easily and correctly.

In the meantime, the children are learning interesting words and are reading them in sentences and stories. It will be a very short time before someone in the little group notices that Mac, Muff, Mother and Mary all start the same way, or look the same at the beginning. Then the interesting game of finding words that are the same as others at the beginning, and of testing them to hear the sound has begun. Later the sounds will be found in other positions in the words. This is a most important phase of word recognition—the visual perception of letter sounds. In three or four months after this discovery the children will have recognized informally the most frequently used consonant sounds and some of the vowel sounds which have occurred in their sight words.

Seat-work activities to develop further this visual perception may be

given, using the vocabulary that children know, e.g.:

1. "Cross out the word that doesn't begin the same way as the rest of the words." (Instructions given orally.)

big boy ball cat bring

2. Assorting game: "Put together the words that begin in the same way. Make three rows." (Instructions given orally.)

run ball dog ride doll  
big door boy red

The work books and manuals of the different sets of readers in the primary grades have many other suggestions for suitable exercises. Besides seat-work activities, charts may be made, grouping the words with similar beginnings or endings; or phonetic booklets may be a source of interest for Grade II children who need assistance. The children collect pictures of words having the same

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Schools and colleges with limited funds, relatively crowded space, and a full teaching schedule will find the program outlined in this text gratifying. Although it does not include all the machines in general use, it does give instruction in the use and operation of those that can be learned in a crowded school program.

(Author's note: Individual students will find successful machine operation easier when they have sufficient background in mathematics, English, accounting, and typewriting, so that machine processes become the perfection of the elementary concepts they already have).

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sound and symbol at the beginning. These are pasted in a booklet and the symbol is printed below.

**I**T IS important to know that some children need very little more help in phonetics than the assistance suggested. With the sounds as keys they work out a scheme of their own to unlock new words which occur in their reading. Other children need considerably more help before they can use the sounds to discover new words independently. For them the next step is also important—that of learning to blend the sounds, or of fitting sounds to large known parts of words to get other words. This, however, can be a game to the children. By the teacher it is thought of as *substitution of sounds*. E.g., Start with *run*, take the first sound of *farm*, and make a new word like this: *fun*. Another word starts the same way as *ball*, but ends the same as *run*—*bun*. Our old words are *run*, *farm* and *ball*. Our new words are *fun*, *bun*.

As the game proceeds through the months, allying closely the material used with the basic readers, the children will learn not only to change the initial consonant sound but also the consonant at the end or the vowel sound. Again, exercises are found in the work books and in the manuals which will offer many suggestions to the teacher for developing the use of sounds. When the children meet new words in their reading they should be encouraged to get them independently, either by using context clues or by phonetics, or again by a combination of both methods. In using phonetic clues they should be trained to start at the left of the word and scan it to recognize parts, thus stressing the left-to-right movement of reading. The teacher in her preparatory lessons with the class will give ample opportunity for the pupils to recognize the new vocabulary, both as to

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form and meaning, before any reading is done. In this way, the children are not held up in their thought-getting processes by having to stop too frequently to decipher the unfamiliar word, thereby interfering with their speed, which is very closely associated with comprehension.

In the first grade the children are taught enough phonetics to give a simple technique for the discovery of some new words. The blending of sounds is a mature skill for many pupils in the first year. In the second year, however, much opportunity can be given to "try out" the sounds, as the need to know many more words is constantly growing and expanding. The pupils will be continually reminded to use both the context and the phonetic clues to check the new words. Gradually they will become better acquainted with the long vowel sounds, with the rules for phonograms such as *ai*, *ea*, *ar*, and with other useful helps that are exemplified in the ever-extending vocabulary.

Nor should phonetics be dropped when the children reach Grade III. To meet their growing independence in word recognition, it is necessary that the teacher try to improve their skills in many different directions. In this grade a working knowledge of syllables can be established, for long words are beginning to crowd into the reading. Recently, a Grade III teacher, whose eye was constantly on the children's needs, said, "I have never used so many phonetics in a Grade III class." Evidently the children needed to develop a power over words that had not been perfected earlier, and one of the ways



in which the need was being met was by the effective use of phonetics.

Word recognition is not complete at the end of Division I, but further skills must be added in Division II. Checks should be made of the slow readers in the middle grades to discover the gaps in their reading abilities. Sometimes the sight vocabulary is small; sometimes the use of context clues has not been sufficiently developed; and sometimes there is a distinct need for some definite training in phonetics. Often a few simple rules for vowel translation or an awareness of syllables will work wonders in a short time. Systematic use of the dictionary begins in Division II, and this provides additional skills in word recognition which are really out-growths of the training in phonetics.

It will be remembered, however, that phonetics is not a method of teaching reading. It is only one way by which boys and girls may dis-

cover new words, and should be used along with other skills. It bears repetition to say that some children do not need formal phonetics, some need a little direction, and others need to use them a great deal in their reading. It will be remembered, too, that an over-abundance of direction towards sound may stand in the way of a child's becoming a good reader. Recognizing words alone will not develop readers. It is knowing what the words mean when they are together in a sentence that is all-important. A good reader is one who understands what he is reading. Consequently, though much time is spent in building skills for word recognition, much more time will be given to teaching the skills of comprehension in reading. Phonetics can play a part in the development of certain skills which are basic in word recognition, but the emphasis in the teaching of reading must always be placed on helping the children to develop adequate skills of comprehension.

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## OBITUARIES



**DOUGLAS NORTON**

Douglas Norton, a well-known Social Studies teacher at Western Canada High School, Calgary, died suddenly Thursday night, August 14, a short time after being stricken while playing tennis.

Born in New York City, Mr. Norton had lived in Calgary 33 years. He held a B.A. degree from the University of Alberta, and received his B.Paed. degree from the University of Toronto. He joined the staff of the Calgary School Board in October, 1918, and taught elementary grades at Sunalta, Bridgeland and Rideau Schools before going to Western Canada High School in 1941.

He was Past President of the Calgary Local, and at the time of his death was a member of the Provincial Executive, representing the Calgary District.

Mr. Norton was active during the war in the Community Chest Drives and was a member of the Calgary Lawn Tennis Association.

He is survived by his Mother, Mrs. J. H. Norton of Calgary; five sisters, Mrs. Alene Ritson of Lacombe, Mrs. Gwen Argent of Edmonton, Mrs. Sybil Borgal of Lethbridge, Mrs. Rilla Matier of Halkirk, and Marion Norton of Calgary; and one brother, Ronald, of Calgary.

**M**ISS ETHEL ALFORD, a member of the original staff of Crescent Heights High School, Calgary, and for several years teacher of French and English at Central Collegiate Institute and at Western Canada High School, died at her home in Victoria on August 11.

Miss Alford was born near Brockville, of United Empire Loyalist stock. She held the degree of M.A. from Queen's University, where she graduated as Gold Medallist in French and History, with honors, also, in German and English. After graduation she taught for two years on the staff of the Normal School at Regina.

In 1915, Miss Alford came to Calgary and became teacher of English and Dramatics at the newly-formed Crescent Heights High School. Miss Alford travelled extensively, and also took courses at Yale and Harvard. She later taught at Central Collegiate Institute and Western Canada High School. In 1941, she resigned from teaching and went to Victoria to live.

A notable figure in Alberta education, Miss Alford brought her pupils glimpses of far-away places, an appreciation of great literature, and a love of beautiful things. Her many friends, both colleagues and former students, will not easily forget the graciousness of her hospitality. She is survived by one sister, Mrs. Mason Clendenan, of Estevan, Sask.

# NEWS from Our Locals

## BONNYVILLE

The Bonnyville Sub-local held its final meeting of the year in Bonnyville on Saturday, May 31st. The good attendance may have been due to the presentation for approval of the new salary schedule which was negotiated by the salary committee under the able chairmanship of Mr. S.D. Lefebvre. The basic minimums are \$1,250, \$1,300 and \$1,750. The clause dealing with unsatisfactory work was considered unsatisfactory and was criticized severely. The Sub-local executive was advised that this clause must be removed from the schedule at once as the clause was contrary to the policy of the A.T.A. and would cause trouble for board superintendent and teachers.

## COALDALE

The Coaldale Sub-local met on May 15, twenty-nine members being present for the final meeting of the school year. It was decided to set up a public address system for the track meet and the Coaldale Students' Union obtained permission to run a refreshment booth. Committees were organized to help keep the meet running smoothly.

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## COLINTON

The Colinton Sub-local, under a capable and energetic executive, has concluded a successful year with a track meet and a school festival. Festival work included extensive displays of exercise books, enterprise activities, writing, note books, miscellaneous work, etc. Schools presented a varied stage program in the Colinton Community Hall, consisting of choruses, solos, debates and dramatics.

The Sub-local schools were heartily congratulated by parents and citizens of Colinton and district on the success of the third annual non-competitive festival.

## EGREMONT

An organization meeting of the Egremont Sub-local was held in the Egremont Village School on September 10, following the Institute meeting of the Superintendent and the teachers of the Redwater-Opal and Egremont Sub-locals. The following officers were elected: President, Mr. Muzyka; Vice-President, Miss L. Anderson; Sec.-Treas., Mrs. G. Shermata; District Councillor, Mr. Bayduza; Press Correspondent, Miss H. Bottolfs. It was decided to hold the following meetings every second Friday of the month at 5 p.m., in the Egremont Village School.

## RADWAY

The first meeting called by Mr. J. Dubeta for the election of officers of the Radway Sub-local was held at

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Radway, September 9. The following slate of officers was elected: President, Mr. J. M. Wynnychuk; Vice-President, Mrs. K. Gavinchuk; Sec.-Treas., Miss L. Shevets; Press Correspondent, Miss M. Polanski; Councillor, Mr. A. Styra; Social Committee, Mrs. Z. Sawchuk, Mrs. B. Nuttycombe, Mr. F. Zilinski. It was decided that the Field and Track representatives should be the same as in the previous years. Mr. A. Styra was elected to serve as the Radway Sub-local representative on the nominating committee at the Teachers' Convention.

#### TOFIELD

A special meeting of the Tofield Sub-local was held on May 6 to hear a report from Mr. Richardson on the salary negotiations with the Holden School Board. Discussion re the comparison of our schedule with that

of other Divisions followed. Mr. Olson reported on the A.G.M. held in Edmonton during the Easter holidays. The date for the Annual Track Meet was set for May 23rd, to be held at Tofield. Our Sub-local decided to have a picnic in June instead of our regular meeting.

Regret was expressed at Mrs. Lerbekmo's leaving Tofield for Brisco, B.C. Miss Alice Braaten finished Mrs. Lerbekmo's term.

Hostesses were Mrs. Hendreckson and Miss Finseth.

#### TWO HILLS

A full-day rally was held at Myrnam by the Two Hills Local of the Alberta Teachers' Association, on Saturday, June 7. Mr. Nicholas Poohkay, President of the Local, was in the chair.

Mayor Carl Navalkowsky, an ex-teacher, welcomed the teachers on

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behalf of the town. Salaries were discussed by Mr. Nicholas Myskiw, principal of Two Hills School, and by Mr. E. C. Ansley, general secretary. Mr. Mike Synuiga, chairman of the Two Hills School Division, brought up some very interesting points on trustee-teacher relations and on teacher-supply situation. Mr. George Kolotyuk, district representative, emphasized the fact that now teachers are in the happy position to have the opportunity to "shop around" for positions.

Dr. H. E. Smith of the University of Alberta Faculty of Education spoke of his observations on his recent visits to rural schools in a Central Alberta Division. He stated that, despite the cry that many of our good teachers are leaving the profession, there is still a large number of fine teachers in Alberta. He was impressed, he said, with the

large amount of work being done by teachers in the rural schools, especially in the senior rooms of two-room schools. He said that teachers should take University courses to improve professionally. Teachers should study more psychology. Dr. Smith felt that the government should take a greater responsibility in the training of teachers, especially financial responsibility. This would bring about some selection of students who wish to enter the profession. Dr. Smith brought out interesting points about the Danish folk schools.

A banquet was held in the Lower Hall after the business meeting. Mr. N. Poohkay, President of the Two Hills A.T.A., introduced the guest speaker, Dr. H. E. Smith. He gave a very interesting talk on "Vocational Guidance for High School Students." A dance held later in the evening was the final feature of a very full and profitable day.

## ***Life Membership*** **in the A.T.A. for Teachers** **Retiring June, 1947**

On or before December 1 of each year, the Executive Council of the A.T.A. shall be pleased to receive nominations on behalf of teachers for life membership in the Alberta Teachers' Association to be submitted by Locals or Sub-locals.

To be eligible for life membership, teachers must have taught in Alberta for twenty years or more, shall have retired from active teaching, and shall have been declared eligible for pension.

In submitting nominations, Locals or Sub-locals shall provide the following data: (1) length of service in Alberta, (2) schools taught and positions held, (3) education and training, (4) positions held in the

service of the A.T.A., (5) contributions to education apart from classroom work, (6) record of A.T.A. membership before 1936.

(Life membership shall confer all rights of the Association except the right to vote.)

Mrs. Robinson was very interested in the new family who moved into the neighborhood, and told her husband: "They seem such a devoted couple. He kisses her every time he goes out. Why don't you do that?"

"Good heavens!" replied her husband, "I don't even know the woman yet."

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Teacher: "You should write stories so the most stupid person can understand them."

Pupil: "Well, what is there about that story you don't understand?"

Employee: All we want is enough to be able to buy the necessities of life.

Employer: Ya! But sometimes they ain't fit to drink.

### IN THE GRAMMAR CLASS

The teacher wrote on the blackboard: "I didn't have no fun at the lake." Then she turned around to the class and said: "Mary, how should I correct that?"

Mary: "Get a boy friend."

### LOVE NUMBED SWAIN

"You seem very quiet tonight, Ron," said the pretty girl. "Are you sure you love me?"

"Love you!" Ron exclaimed. "Great heavens, Ruth, when we were saying good-bye at the gate last night your dog bit a piece out of my leg, and I didn't even notice it until I got home!"

His wife is the power behind the drone.—John Harden

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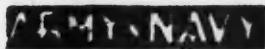
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